

2014-2015



SAINT JOSEPH'S

COLLEGE



Involved For Life



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Saint Joseph's College adheres to the following policy with regard to the recruitment and admission of students, awarding financial or other assistance, provision and management of housing facilities, counseling of students, employment of individuals, the conduct of College-sponsored programs or events, and the overall administration of the College:

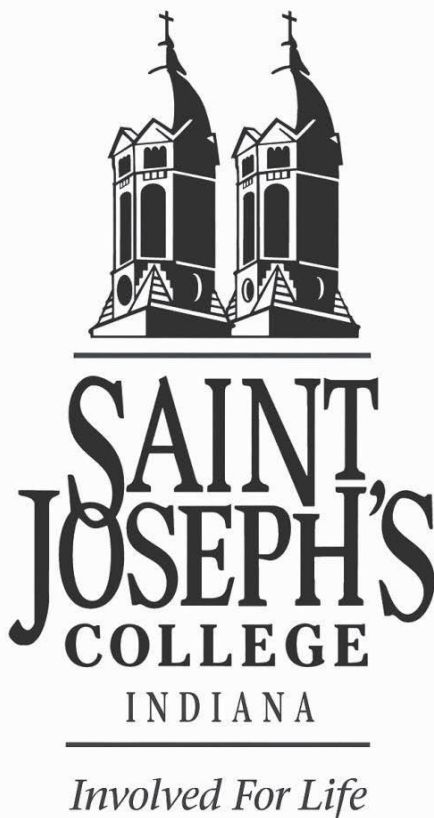
No person shall on the basis of race, color, sex, age, handicap, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity sponsored by the College.

The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. A student who has discontinued college studies for a full semester or more is regarded as re-entering the College when resuming studies and will be held to the requirements current at re-entrance.

Accredited by
The Higher Learning Commission of the North Central Association of Colleges and Schools.
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604-1413
(800-621-7440)
National Council for Accreditation of Teacher Education.
State of Indiana Professional Standards Board
for the preparation of elementary and secondary teachers.
International Assembly for Collegiate Business Education
Commission on Collegiate Nursing Education
(<http://www.aacn.nche.edu/ccne-accreditation>)

With Membership in
American Council on Education
Association of American Colleges and Universities
Association of American Colleges for Teacher Education
Association of Catholic Colleges and Universities
Association of General and Liberal Studies
Association of Governing Boards
Catholic Library Association
College Entrance Examination Board
Council of Independent Colleges
Independent Colleges of Indiana
Indiana Association of Colleges for Teacher Education
Indiana Conference of Higher Education
Indiana Consortium for International Programs
National Catholic Education Association
National Commission on Accreditation
National Association of Independent Colleges and Universities

2014-2015 Catalog of Academic Programs, Course Descriptions and Academic Policies



A liberal arts college for men and women sponsored by the Missionaries of the Precious Blood (C.P.P.S.),
granting Associate, Baccalaureate and Master Degrees.

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Internet address: <http://www.saintjoe.edu>
Saint Joseph's College is on Chicago time (CST, CDT) all year round.



Welcome to Saint Joseph's College!



On behalf of the faculty, staff and students of Saint Joseph's College, I invite you to learn more about the educational opportunities we offer. The Saint Joseph's College community is based upon Catholic values and the heritage of our sponsors, the Missionaries of the Precious Blood. For more than a century we have welcomed people of all faiths into our community and we now invite you to share in learning which is inspired by Christian humanist values.

Our career preparation and liberal arts Core Curriculum have brought the College national recognition. We take great pride in preparing students for success in their careers and in their lives. The Saint Joseph's educational experience empowers you to take control of your life through an understanding of the world in which you live. This learning will endow you with the ability to affect that world.

I invite you to browse our *Catalog*, to look closely at our academic programs, to review our policies, and to enjoy this overview and tour of Saint Joseph's College. You can also learn more about Saint Joseph's College by visiting our web site at www.saintjoe.edu.

If you have any questions, feel free to contact one of our faculty, staff or admissions counselors. Any one of us will be pleased to talk with you.

F. Dennis Riegelneegg, Ed.D.
President

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Academic Calendar 2014-2015

FALL SEMESTER (TERM 141)

Aug 10	Sun	Deadline for financial arrangements with Student Financial Services
Aug 14-17	Thur-Sun	Freshman orientation
Aug 17	Sun	Upperclassmen return
Aug 18	Mon	Classes begin
Aug 22	Fri	Last day to make course changes (add/drop period)
		Last day to register independent/directed study projects for Fall Term
Sep 1	Mon	Labor Day - No classes
Oct 9	Thur	End of mid-term period
Oct 10	Fri	No classes
Oct 13	Mon	Classes resume; 2 nd 8 week session begins
Oct 14	Tue	Mid-term grades due by 10:00 AM
Oct 29	Wed	Last day for declaration of pass/not pass option for eligible courses
		Last day for course withdrawals
Nov 3	Mon	Registration for Spring Term (142) opens
Nov 21	Fri	Thanksgiving recess begins after the last class
Dec 1	Mon	Classes resume.
Dec 8	Mon	Exam week begins
Dec 11	Thur	Exam week ends / Last day of Fall Term
Dec 16	Tue	Final grades due by 10:00 AM
Dec 19	Fri	Final grades and degree audits available online by this date

WINTERIM (TERM 14W)

Dec 15	Mon	Classes begin
Dec 17	Wed	Last day to make course changes (add/drop period)
		Last day to register for independent/directed study projects
Dec 19	Fri	Last day for course withdrawals
Dec 24-26		Christmas Break – no classes
Jan 1	Thur	New Year's Day – no classes
Jan 9	Fri	Last day of Winterim Term
Jan 30	Fri	Final grades due by 10:00AM for Winterim Term (14W)

SPRING SEMESTER (TERM 142)

Dec 10	Wed	Deadline for final arrangements with Student Financial Services
Jan 11	Sun	Students return
Jan 12	Mon	Classes begin
Jan 15	Thur	Deadline for removal of "I" grades & petition for grade changes for Fall Term (141)
Jan 16	Fri	Last day to make course changes (add/drop period)
		Last day to register for independent/directed study projects for Spring Term
Mar 6	Fri	End of mid-term period
		Spring break begins after last class

Mar 10	Tue	Mid-term grades due by 10:00 AM
Mar 16	Mon	Classes resume; 2 nd 8 week session begins
Apr 1	Wed	Last day for declaration of pass/not pass option for eligible courses Last day for course withdrawals
Apr 3	Fri	Good Friday - no classes
Apr 6	Mon	Easter Monday - no classes
Apr 7	Tue	Registration for Summer I Term (143) and Fall Term (151) opens
May 4	Mon	Exam week begins
May 7	Thur	Exam week ends Last day of Spring Term (142)
May 8	Fri	Graduating student grades due by 8:00 AM
May 9	Sat	Commencement
May 12	Tue	Final grades for underclassmen due by 10:00 AM
May 15	Fri	Final grades and degree audits available online by this date
Jun 11	Thur	Deadline for removal of "I" grades & petition for grade changes for Winter Term (142)

SUMMER I SESSION (TERM 143)

May 18	Mon	Enrollment & registration in Registrar's Office
May 18	Mon	Classes begin (5 week session & 8 week session)
May 20	Wed	Final day to enroll & register for Summer I term (143)
May 20	Wed	Last day to make course changes (add/drop period)
May 25	Mon	Memorial Day - no classes
May 28	Thur	Last day for course withdrawals (5 week session)
Jun 4	Thur	Last day for course withdrawals (8 week session)
Jun 19	Fri	Last day of Summer - 5 week session
Jul 3	Fri	Independence Day Observance - no classes
Jul 10	Fri	Last day of Summer - 8 week session
Jul 14	Tue	Final grades due by 10:00 AM (5 & 8 week session)
Jul 17	Fri	Final grades and degree audits available on line by this date
Aug 14	Fri	Deadline for removal of "I" grades & petition for grade change for Summer I session (5 & 8 week session)

SUMMER II SESSION (TERM 144)

Jun 29-30	Mon-Tue	Placement examinations (MA students)
Jul 1	Wed	Check-in and registration for all students; advising of new students
Jul 2	Thur	Classes begin
Jul 7	Tues	Last day to make course changes (add/drop)
Jul 10	Fri	Last day for course withdrawals for Summer II term
Jul 31	Fri	Last day of Summer II session
Jul 31	Fri	Summer commencement
Aug 3	Mon	Final grades due by 10:00 AM
Sept 4	Fri	Deadline for removal of "I" grades and petition for grade changes for Summer II session

Academic Calendar 2015-2016

FALL SEMESTER (TERM 151)

Aug 10	Mon	Deadline for financial arrangements with Student Financial Services
Aug 13-16	Thur-Sun	Freshman orientation
Aug 16	Sun	Upperclassmen return
Aug 17	Mon	Classes begin
Aug 21	Fri	Last day to make course changes (add/drop period)
		Last day to register independent/directed study projects for Fall Term
Sep 7	Mon	Labor Day - No classes
Oct 8	Thur	End of mid-term period
Oct 9	Fri	No classes
Oct 12	Mon	Classes resume; 2 nd 8 week session begins
Oct 13	Tue	Mid-term grades due by 10:00 AM
Oct 28	Wed	Last day for declaration of pass/not pass option for eligible courses
		Last day for course withdrawals
Nov 2	Mon	Registration opens for Spring Term (152)
Nov 20	Fri	Thanksgiving recess begins after the last class
Nov 30	Mon	Classes resume.
Dec 7	Mon	Exam week begins
Dec 10	Thur	Exam week ends / Last day of Fall Term
Dec 15	Tue	Final grades due by 10:00 AM
Dec 18	Fri	Final grades and degree audits available online by this date
Jan 14	Thur	Deadline for removal of "I" grades & petition for grade changes for Fall Term (151)

WINTERIM (TERM 15W)

Dec 14	Mon	Classes begin
Dec 16	Wed	Last day to make course changes (add/drop period)
		Last day to register for independent/directed study projects
Dec 18	Fri	Last day for course withdrawals
Dec 24-27		Christmas Break – no classes
Jan 1	Fri	New Year's Day – no classes
Jan 8	Fri	Last day of Winterim Term
Jan 29	Fri	Final grades due by 10:00AM for Winterim Term (15W)

SPRING SEMESTER (TERM 152)

Dec 10	Thur	Deadline for final arrangements with Student Financial Services
Jan 10	Sun	Students return
Jan 11	Mon	Classes begin
Jan 14	Thur	Deadline for removal of "I" grades & petition for grade changes for Fall Term (151)
Jan 15	Fri	Last day to make course changes (add/drop period)
		Last day to register for independent/directed study projects for Spring Term

Mar 4	Fri	End of mid-term period Spring break begins after last class
Mar 8	Tue	Mid-term grades due by 10:00 AM
Mar 14	Mon	Classes resume; 2 nd 8 week session begins
Mar 25	Fri	Good Friday - no classes
Mar 28	Mon	Easter Monday - no classes
Mar 30	Wed	Last day for declaration of pass/not pass option for eligible courses Last day for course withdrawals
Apr 4	Mon	Registration opens for Summer I Term (153) and Fall Term (161)
May 2	Mon	Exam week begins
May 5	Thur	Exam week ends Last day of Spring Term (152)
May 6	Fri	Graduating student grades due by 8:00 AM
May 7	Sat	Commencement
May 10	Tue	Final grades for underclassmen due by 10:00 AM
May 13	Fri	Final grades and degree audits available online by this date
Jun 9	Thur	Deadline for removal of "I" grades & petition for grade changes for Spring Term (152)

SUMMER I SESSION (TERM 153)

May 16	Mon	Enrollment & registration in Registrar's Office
May 16	Mon	Classes begin (5 week session & 8 week session)
May 18	Wed	Final day to enroll & register for Summer I term (153)
May 18	Wed	Last day to make course changes (add/drop period)
May 26	Thur	Last day for course withdrawals (5 week session)
May 30	Mon	Memorial Day - no classes
Jun 2	Thur	Last day for course withdrawals (8 week session)
Jun 17	Fri	Last day of Summer I -5 week session
Jul 4	Mon	Independence Day Observance - no classes
Jul 8	Fri	Last day of Summer I- 8 week session
Jul 12	Tue	Final grades due by 10:00 AM (5 & 8 week session)
Jul 15	Fri	Final grades and degree audits available on line by this date
Aug 12	Fri	Deadline for removal of "I" grades & petition for grade change for Summer I session (5 & 8 week session)

SUMMER II SESSION (TERM 154)

Jun 28-29	Tue-Wed	Placement examinations (MA students)
Jun 30	Thur	Check-in and registration for all students; advising of new students
Jul 1	Fri	Classes begin
Jul 6	Wed	Last day to make course changes (add/drop)
Jul 8	Fri	Last day for course withdrawals for Summer II term
Jul 29	Fri	Last day of Summer II session
Jul 29	Fri	Summer commencement
Aug 2	Tue	Final grades due by 10:00 AM
Sept 2	Fri	Deadline for removal of "I" grades and petition for grade changes for Summer II session

MISSION STATEMENT

Saint Joseph's College (Indiana), a primarily undergraduate Catholic college, founded and sponsored by the Missionaries of the Precious Blood, pledges itself to a tradition of excellence and to a liberal education that is a united endeavor of intelligence and faith.

The College places exceptional emphasis on the education of the whole person. Its nationally known Core Curriculum complements up-to-date career preparation in the major. These academic programs enrich and are enriched by programs of spiritual development, residence education, and athletics.

The College serves a diverse student body composed of men and women of all races, creeds, and socio-economic backgrounds who can thrive academically, spiritually, and socially in this inclusive community.

To fulfill this Mission, the College pledges:

- 1) To form graduates who are competent professionals, capable of assuming leadership roles in the world, who will embody Gospel values in their personal lives and professional careers.
- 2) To conduct the Core Curriculum and, through it, all College programs within the conceptual framework and value commitments of "Christian Humanism" that stem from our Judeo-Christian and Graeco-Roman traditions and from our Vatican II inspiration.
- 3) To give witness in a special way, in all aspects of campus life, academically and existentially, to the Christian Humanist values of justice and love and its commitment to human solidarity and interdependence on national and global levels.
- 4) To add to the emphasis to educate the whole student—intellectually, physically, socially, and spiritually—an abiding concern to provide personalized and individualized care.
- 5) To steward all the resources of the College in truth, in loving justice, and with concern for the needs of the individual.
- 6) To extend personal and professional services as Church and public needs may require.

Statement on the Inherent Dignity of All People

Saint Joseph's College pledges to form graduates who embody Gospel values. At the core of Jesus' ministry is the recognition of the inherent dignity of the individual. Our Catholic faith, and more specifically the charism of the Missionaries of the Precious Blood, call upon all individuals and institutions to respect the dignity of each person. This dignity is grounded in the fact that we are made in the image and likeness of God.

The College is committed to embracing all people with equal love and compassion. The College is also committed to ensuring that the inherent dignity of all members of the College community is respected without regard to the person's gender, race, color, religion, national origin, ancestry, age, sexual orientation, physical disability, or mental disability.

HISTORY OF THE COLLEGE

In 1867, the Catholic Diocese of Fort Wayne purchased a farm south of Rensselaer on which there were already two frame dwellings. These were converted into an orphanage that existed until 1887. One year later, The Most Reverend Joseph Dwenger, Bishop of Fort Wayne, offered the vacant orphan home with part of the farm to Father Henry Drees, C.P.P.S., then Provincial of the Missionaries of the Precious Blood, with the stipulation that a college be founded there. In 1889, Saint Joseph's College was incorporated under the laws of the State of Indiana with the right to grant scholastic degrees. The College opened its doors on August 23, 1891.

The educational program in the early years was on two distinct levels, the high school and the junior college. The aim was to prepare students for professional schools and seminaries, for teaching and for immediate entry into business. The new college passed its first major milestone June 16, 1896, when it presented diplomas to 12 students, its first class of graduates.

The original aims of Saint Joseph's changed little until 1925. At that time the College was converted into a minor seminary and for a period of seven years admitted only students preparing for the priesthood. The status of academy and junior college was re-established in 1931, and plans for the expansion of the school were formulated. Saint Joseph's began to operate as a senior college in 1936, and in June 1938, its first four-year class was graduated.

In the next three decades, Saint Joseph's grew from a school of a few buildings to a contemporary college. The expansion was carefully designed to utilize the 130-acre campus to serve the educational needs of Saint Joseph's students.

In 1951, in response to the need for a Catholic college in the Calumet region of northwest Indiana, the College began an extension program in East Chicago. This program developed to the point that in 1963 it was granted the status of a campus, known as Saint Joseph's College Calumet Campus, and is now a separate institution known as Calumet College of Saint Joseph.

In 1968, the College ended its 79-year policy of admitting male students only on campus during the regular school year. The change to a coeducational institution was made to widen the range of students contributing to the College's intellectual atmosphere and to create an air of better social and academic involvement on campus. Saint Joseph's offers a wide spectrum of programs and courses for women students, who have responded by enrolling in all academic areas of the College.

The introduction of the Core Curriculum in the fall of 1969 shifted the direction of general education courses from that of a series of separate courses to an interdisciplinary approach. This combined the previous courses into a program examining issues of history, philosophy, theology, literature and other subjects with a historical framework. The interrelated nature of all subject material in the Core Curriculum allows the student to have an overview which permits deeper understanding and clearer insights. Improving and expanding the quality of academic offerings is a continuing process at Saint Joseph's.

In the summer of 1993, two years after Saint Joseph's College celebrated its centennial, the presidency was assumed for the first time by a lay person, Dr. Albert Shannon. Father Charles Banet, C.P.P.S.'s term of 28 years represented the last and longest of the 14 priests who held that office over the school's 102 years. However, the association with the

Missionaries of the Precious Blood, both in terms of the priests and brothers who are still serving Saint Joseph's College and the C.P.P.S., involvement in the future of the College continues.

The decade of the nineties saw new building and growth at Saint Joseph's College. The Rev. Charles Banet, C.P.P.S. Core Education Center was dedicated in 1995 and the new Residential Suites were opened to students in the Fall of 2000. The College also added a fitness center and an outdoor track and field facility in 2000. In 2007-2008 other facilities were renovated including Noll Hall, the Library, Theater and the Richard Scharf Fieldhouse.

SPECIAL FEATURES OF SAINT JOSEPH'S COLLEGE

A variety of distinctive features makes Saint Joseph's College (SJC) unique among liberal arts colleges. The extensive lawns, shady groves, and tree-lined drives make the campus very attractive, but it is the people and programs which give SJC its distinctive reputation.

The College Community

The College is a community of scholars in which students, faculty members, administrators and trustees actively participate in academic life on campus, plan for the future, and work together to achieve their common goals. Many students develop long-term friendships with their professors and other members of the College community through close camaraderie of its students, whose buoyancy and vigor promote the outgoing spirit that permeates the campus. Students at SJC show their strong empathy toward fellow human beings in numerous ways: they raise funds and contribute the proceeds to worthy causes; they participate in volunteer services concerned with mental health, social work, religious activities, health care, and education. A strong spirit of service carries over into their careers of medicine, nursing, and other health-related fields, teaching, religious vocations, and counseling—and service-oriented projects for those who go into the business world.

Core Curriculum

One of the most outstanding academic programs of SJC is its Core Curriculum, which integrates a broad range of general education subjects into a meaningful whole. Since 1969, the Core Curriculum has received national attention from educators and learned societies as a “model of a true core curriculum.” Large amounts of faculty time have been invested in the continual development of the Core Curriculum at the College.

Core studies the “human phenomenon” including its record history, the rise of civilizations and development of cultures, current problems and reflections on existence. One of the most innovative features of the Core Curriculum is its Intercultural Studies. This segment often includes a variety of lectures from invited scholars, art, and feature films, which reflect other cultures. Other Core segments often include invited guest lecturers and a variety of presentation styles.

Core segments are divided into discussion sections of about 16-18 students each. This small class size allows students to ask questions and participate in discussion and in so doing, develop their speaking and listening skills. Development of reading and writing skills forms another critical aspect of the Core Curriculum.

The College Library

The Robinson Memorial Library provides a wide variety of print and non-print materials to meet the research needs of the students and faculty. The main collection consists of both print and e-books, audiovisual materials, print and electronic journals, and microforms. In addition, the library has a curriculum collection containing textbooks and other reading materials used in elementary and secondary schools. Education students use this collection to prepare for their courses and practice teaching. Students and faculty can access the library collection through the library's online catalog.

The library's collection is supplemented by a wide variety of online databases that can be easily searched by students and faculty over the campus computer network and in most cases from off campus. These databases cover an array of subjects with many of them providing access to full-text materials. The library's membership in the Private Academic Library Network of Indiana (PALNI) provides a state-of-the-art online catalog. The Robinson Memorial Library provides interlibrary loan service to its students and faculty upon request via several databases.

The library provides audiovisual equipment and services to students and faculty for classroom and extracurricular use. Laptops are available to students to check out for in-library use, and printing is available.

Academic Computer Center

The Saint Joseph's College computer operations encompass four labs for student use. One lab located in the Arts and Science Building contains 31 computers and a high-speed laser printer. A new collaboration lab for large and small group work is equipped with moveable tables and chairs, 20 laptops, two large screen televisions that work with the laptops or other HD ready devices (small group work) and a presentation station with a Smart Board (large group work). The computers in these two labs have dual boot capabilities for either a Windows or Linux environment.

All computers on campus are connected through a campus-wide Ethernet network. This allows students to connect with shared network resources and the library's online system from computers connected to the network in the residence halls. Wireless access is available campus wide.

A large selection of software applications is available to campus network users. Network applications include: word processing, business applications, math and statistical packages and several of the latest programming languages.

ADMISSION TO THE COLLEGE

All admission correspondence should be addressed to the Office of Admissions, Saint Joseph's College, PO Box 890, Rensselaer, Indiana 47978. The application for admission should be filed as early as possible and all credentials should be sent to SJC at least three weeks before the entering semester. Online application is available at www.saintjoe.edu. All credentials submitted as part of the admission procedure become the property of the College.

General Requirements

Admission to the College will be determined by the required information submitted in the application file. It is understood that these minimum requirements do not guarantee admission. The College reserves the right to holistically select applicants best qualified to succeed at SJC. Therefore, a decision may be deferred until later in the admission cycle.

All applicants shall comply with the following requirements:

1. Submit the completed SJC application for admission.
2. Send the \$25 non-refundable application fee with the application for admission (\$0 online application fee; \$35 for international students).
3. Request official transcripts from all high schools and colleges previously attended to be mailed directly to the Office of Admissions. International transfer students must submit a credential evaluation to Educational Credential Evaluations, Inc. (ECE) or World Education Services (WES).
4. The College admits applicants based on a holistic evaluation process.

Application Deadlines

Saint Joseph's College has a rolling admission policy. Admission decisions and notifications are sent beginning September 1 and continue through August of the following year.

Students are strongly encouraged to apply early for priority financial aid consideration. Students must first complete the admission process to be considered for financial aid.



Saint Joseph's College Chapel and reflecting pond during the Spring months.

Admission to Freshman Standing

Candidates for freshman standing will be selected from applicants who present the following academic credentials:

1. Proof of graduation from an approved high school or equivalency.
2. Minimum of 15 units, 10 of which must be from the following academic fields: English, foreign language, social sciences, mathematics, and natural sciences. It is not necessary that all of these fields be represented in the 10 units. The term unit expresses a measure of academic credit, representing a subject carried through no fewer than 32 weeks with five class meetings a week or the equivalent.
3. The Office of Admissions will calculate an adjusted GPA. Admissions Counselors condense all high school coursework into the academic fields presented for admission into Saint Joseph's College.
4. Every applicant is required to submit SAT I or ACT score to SJC. Saint Joseph's College SAT I code is 1697 and our ACT code is 1240.
5. Minimum requirements to be met include a high school GPA equivalency of 2.00 or higher; a minimum of 820 on the SAT (minimum of 400 in Critical Reading and 400 in Math) or an ACT Composite score of 17 (minimum of 17 in each of the four subject areas).
6. CLEP, Advanced Placement (AP), and International Baccalaureate (IB) test scores will be evaluated by the Office of Admissions and Registrar.

Admission of Home-Schooled Students

Saint Joseph's College encourages students who have been home schooled to apply for admission to the College. The application for admission, ACT or SAT I scores, and a transcript of high school equivalent coursework through at least six semesters, along with a description of the courses, are required for admission consideration. Home-schooled students should contact the Office of Admissions for additional information.

Admission of Non-Degree Seeking Students

Students who wish to pursue particular studies without being candidates for a degree or teacher certification may be admitted as non-degree seeking students. Work completed will not be counted toward a degree or teacher certification until all entrance requirements have been fulfilled.

Dual-Credit High School Students

Non-degree seeking high school students are limited to 6-7 credit hours per semester with the approval of the guidance counselor, the Office of Admissions, and the Vice President for Academic Affairs. Students taking above 7 credits must apply through the Office of Admissions and be admitted as degree seeking.

Transfer Policies

SJC welcomes transfer students from other regionally accredited institutions. Credits from non-regionally accredited institutions will be considered on a case-by-case basis. Students wishing to transfer must be in good standing at their former institution and eligible to continue at that institution. Application files of students not in good standing

will be reviewed by the Director of Admissions. The following guidelines are in effect and any exceptions must be made by the Office of Admissions and Vice President for Academic Affairs.

1. Students may transfer up to 60 semester credits from an accredited two-year institution, 70 semester credits with an associate's degree, and up to 90 semester credits from an accredited four-year institution. Transfer grades are not computed in a student's SJC GPA.
2. Only official transcripts will be evaluated by the Registrar.
3. CLEP scores and Advanced Placement test scores will be evaluated for transfer credit.
4. Credits earned more than 15 years prior to admission will be evaluated for transfer credit only after the student completes 30 semester credits at SJC.
5. Credits earned from non-accredited institutions will not be accepted.
6. Quarter credits are evaluated on a 3-to-2 ratio.
7. Credit in which students receive a D or F will not be transferred.
8. Transfer students found to conceal previous college attendance or credit are subject to immediate dismissal.
9. Students enrolled at SJC may take course credit elsewhere and have it transferred to SJC with prior approval. Only grades of C- or higher are accepted for credit.
10. International students must have at least a 2.00 (C) cumulative grade point average of college-level credits. Students transferring non-US college level credits must have academic credentials evaluated by Educational Credential Evaluators, Inc. (ECE) or World Education Services (WES). Transcripts of all non-US, Canadian and US high schools, colleges and universities attended are also required.

Admission of Veterans & Other Non-Traditional Students

The College welcomes applications from veterans and other non-traditional students and will accept a General Education Development certificate (GED) in place of a high school diploma. Such students should submit evidence of accomplishment from military or work experience to supplement the GED transcript or the high school transcript. Veterans and non-traditional students are not required to take the SAT I or ACT.

Admission of International Students

An international student seeking admission must complete the application for admission and submit the \$35 non-refundable application fee. The applicant must demonstrate a score of 550 or above on the paper-based (PBT), 80 or above on the internet-based (iBT) Test of English as a Foreign Language (TOEFL), or provide conclusive evidence of the ability to speak and write the English language. Saint Joseph's College TOEFL institutional code number is 1697. Official transcripts from all high schools attended are required and must be submitted in English translation. Certified copies of external exam certificates are also required where applicable.

Students transferring non-US college credits must submit an official course-by-course evaluation of academic credentials by Educational Credential Evaluators, Inc. (ECE; www.ece.org) or World Education Services (WES; www.wes.org).

The international student is required to have adequate health and accident insurance coverage. The applicant must present certification of financial resources available to cover all tuition, fees, books, and living expenses at the time of application. All semester expenses must be paid in full prior to the beginning of each semester. The applicant is responsible to have proper immigration and travel papers completed and submitted to the proper US government officials and the Office of Admissions at least six weeks prior to beginning the entering semester.

Mathematics Proficiency Entrance Requirement

Incoming Saint Joseph's College students must demonstrate a level of proficiency in mathematics. This is demonstrated by any one of the following:

1. Receiving at least a C grade in two high school courses: Algebra I, Algebra II, Geometry, Pre-Calculus, or Calculus.
2. Obtaining a score of 440 on the mathematics portion of the SAT I exam.
3. Obtaining a score of 17 on the mathematics portion of the ACT exam.

Incoming students who do not have at least one of the above must take a mathematics proficiency exam. If the student does not pass the proficiency exam, s/he will be required to do one of the following:

1. Successfully complete one of the following mathematics courses during the first or second semester of the freshman year :
MTH 017 Basic Algebraic Skills MTH 093 Pre-Calculus
2. Successfully complete a substitute course at a different college, for either of the above options, before the sophomore year.



Student participating in a game of Ultimate Frisbee at Puma Olympics during Orientation weekend.

DEGREES OFFERED

Saint Joseph's College is authorized to offer the following academic degrees:

A.A.	Associate of Arts
A.S.	Associate of Science
B.A.	Bachelor of Arts
B.S.	Bachelor of Science
B.S.N.	Bachelor of Science in Nursing
M.A.	Master of Arts
M.B.A.	Master of Business Administration
M.S.	Master of Science

The following majors are offered:

Accounting	B.S.
Art	B.A.
Athletic Training	B.S.
Biology	B.S.
Business Administration	B.S.
Chemistry	B.S.
Communication	B.S.
Computer Science	B.S.
Criminal Justice	B.S.
Digital Media & Journalism	B.S.
Economics	B.A.
Elementary Education	B.S.
Education Studies	B.S.
English	B.A.
English/Creative Writing	B.A.
History	B.A.
International Studies	B.A.
Lay Ecclesial Ministry	B.A.
Mathematics	B.S.
Music	B.A.
Nursing	B.S.N.
Philosophy/Religion	B.A.
Physical Education	B.S.
Political Science	B.A.
Psychology	B.S.
Religion/Philosophy	B.A.
Sociology	B.A.

The following group-majors are offered:

Biology-Chemistry	B.S.
International Studies	B.A.
Medical Laboratory Sciences	B.S.
Sports Management	B.S.

ASSOCIATE OF SCIENCE

Biology-Chemistry	A.S.
Paramedic Science	A.S.

MASTER'S DEGREES

Church Music & Liturgy	M.A.
Pastoral Liturgy & Music	M.A.
Master of Business Administration	M.B.A.
Forensic Science	M.S.
Forensic Entomology	M.S.

The following minors are offered:

Accounting	Economics	Mathematics for
Art	Education	Elementary Teachers
Athletic Training	Education Studies	Music
Biology	English	Philosophy
Business Administration	Exceptional Needs	Physical Education
Chemistry	Health Therapy	Political Science
Communication	History	Psychology
Computer Science	Human Resource Mgmt	Religion
Criminal Justice	Journalism	Sociology
Digital Media &	Lay Ecclesial Ministry	Spanish
Journalism	Mathematics	Sustainability
Early Childhood		Theatre Arts
Earth Science		

PRE-PROFESSIONAL PROGRAMS

SJC provides Baccalaureate Degree programs which lead to further work in specialized professional areas:

- 1) *Pre-medicine, pre-dentistry, pre-occupational therapy, pre-optometry, pre-physical therapy, pre-pharmacy, pre-chiropractic, pre-veterinary* (See Biology Department)
- 2) *Pre-law curriculum*

The Pre-Law Committee of the American Bar Association (ABA) Section of Legal Education and Admissions to the Bar notes, "The ABA does not recommend any undergraduate majors or group of courses to prepare for a legal education. Students are admitted to law school from almost every academic discipline." In this spirit, the pre-law program is not under the direct charge of any single department, but a Pre-Law Advisor is available for consultation with individual students. Students interested in attending law school are strongly encouraged to discuss course selection, and preparing for admission to law school, with the Pre-Law Advisor. This should be done as early as the freshman year. While SJC students have been accepted at a variety of law schools, the College has embarked on a program with The John Marshall School of Law in Chicago which allows students to earn their undergraduate and law degrees in six years, rather than the normal seven. Students interested in this program must complete all requirements of their academic major, and earn at least 90 to 96 Saint Joseph's College semester credits toward the bachelor's degree, before entering The John Marshall Law School.

GRADUATION REQUIREMENTS

Semester Credits and Cumulative GPA

A minimum of 120 semester credits and a cumulative GPA of 2.000 are required for the Bachelor's Degree. The last 30 semester credits must be taken in residence.

- ✓ A cumulative GPA of 2.000 is required in the major, the minor, and Core in order to receive a Bachelor's Degree.
- ✓ A cumulative GPA of 2.750 is required of students in the College's Teacher Education Program.
- ✓ A minimum of 60 semester credits and a cumulative GPA of 2.000 are required for the Associate Degree. The last 15 credits must be taken in residence.
- ✓ Students are ultimately responsible to see that graduation requirements are met.

In order to earn a degree from Saint Joseph's College, students must adhere to and satisfy the requirements for graduation listed in the *Catalog* year that they enter. For example, students who enter in 2014 must satisfy the requirements listed in the 2014 *Catalog* (not 2013, 2012, nor earlier.) Students may elect to be bound by the graduation requirements of a newer *Catalog* (for example, a student who entered in 2011 may elect to follow the requirements of a 2012, 2013 etc., *Catalog*), but they may not go backward with respect to graduation requirements.

Policies and requirements in this *Catalog* apply to all programs; however, some programs have enhanced requirements due to accreditation standards.

Bachelor Degree

The Bachelor of Arts Degree (B.A.) and the Bachelor of Science Degree (B.S.) at SJC reflect an integrated curriculum composed of the College Core Curriculum, a major program of study, a minor program of study and elective courses. Both degrees are committed to general education and career preparation with the Bachelor of Arts grounded in the Liberal Arts and the Bachelor of Science grounded in mathematics and quantitative analysis. The degrees are defined by the College and refined by the departmental requirements.

Associate Degree

Thirty semester credits of the 60 semester credits required for the Associate Degree must be completed at SJC and the last 15 semester credits must be taken in residence. Students possessing a Bachelor's Degree must complete a minimum of 18 semester credits at SJC and fulfill all the degree requirements in order to receive an Associate Degree.

Core Curriculum

The 45 credits (Cores 1-10) are normally required of all students at the College, no matter what their major. Only students in two or three-year programs or nursing are exempt from specified parts of the Core Curriculum. Normally, every full-time student must be registered for the proper Core segment, unless an exception is granted by the Vice President for Academic Affairs.

Quantitative Literacy Graduation Requirement

Saint Joseph's College is committed to developing graduates who have the ability and the habit of mind to use and evaluate quantitative information and apply it in their personal, professional, and public roles. To facilitate the development of students' quantitative habit of mind throughout the undergraduate years, a quantitative literacy course must be taken by the end of the sophomore year. Students can fulfill this requirement by completing any one of the following courses:

MTH 101	Quantitative Literacy
ECN 210	Statistics for Business and Economics
EDC 201	Math Content for Education Teachers
MTH 093	Pre-Calculus
MTH 122	Discrete Mathematics
MTH 125	Calculus I (or AP credit)
MTH 342	Statistics
NUR 204	Statistical Analysis for Healthcare Providers
POL/PSY/SOC 225	Statistics

Major, Minor, Group Major, Double Major, and Second Bachelor Degree

In order to graduate with a B.A. or B.S. degree a student must complete the Core Curriculum, a major and a minor, double major or a group major. A major normally consists of a minimum of 36 semester credits. A minor normally consists of 18 semester credits. A group major normally consists of 54 semester credits from more than one department. A minimum of 12 semester credits in the major must be completed at Saint Joseph's College.

Students who fulfill the requirements of two majors may graduate with a double major. Students may complete more than one major or minor.

Students already holding a Bachelor's Degree may qualify for a second Bachelor's Degree by completing a minimum of 24 semester credits in a major at Saint Joseph's College and fulfilling all the departmental requirements for the major.

Designer Major

Students with junior status who have completed at least 30 semester credits at SJC with a minimum GPA of 3.400 may propose an individualized major subject to the following:

1. The minimum credits for a designer major are 54;
2. The requirements of an established major must be met;
3. The student must draft a proposal indicating specific courses and why the designer major fits career or personal goals;
4. The student must receive written approval from all departments where courses in the major are taken;
5. The student must secure written approval from the Vice President for Academic Affairs.

Designer Minor

Any student who has completed at least 30 semester credits at SJC with a minimum GPA of 2.000 may propose an individualized minor subject to the following:

1. The minimum credits for a designer minor are 18.
2. The courses selected for the designer minor must be from at least two academic disciplines and from no more than three academic disciplines.
3. The student must draft a proposal indicating specific courses and why the designer minor fits career or personal goals.
4. The student must receive written approval from all departments where courses in the minor are taken.
5. The student must secure written approval from the Vice President for Academic Affairs.

Degree Candidacy

Students are considered to be degree candidates if:

- They have registered for SJC's Summer or Fall Term.
- They meet the cumulative GPA requirements.
- Requirements will be completed by the end of the next 16-week semester or sooner.
- Registration for the remaining requirements has been completed and show as 'in progress' on the student's degree audit

Degree candidates may participate in the regular Commencement ceremony. Any student who does not meet the criteria must receive permission from the Vice President for Academic Affairs in order to participate in the Commencement exercise. Students may participate in only one commencement ceremony. Academic honors will be recognized upon completion of degree.

Off-Campus Degrees

Students who have attained senior standing after the completion of three years of residence and who have then transferred to a school of law or medicine may secure the degree as follows: in addition to the normal graduation requirements, candidates will be required to show successful completion of the first year's work in the professional school in which they have enrolled.

Students transferring to a professional school and planning to graduate after the fourth year may graduate with honors if the cumulative GPA for work at SJC and at the professional school meets the required standard.

Students majoring in Medical Laboratory Sciences complete three years of on-campus courses and a twelve-month hospital education program.

TUITION AND FEES

Tuition for one semester (full time-12 to 18 credits)	\$13,850.00
Per credit up to 11 credits	925.00

This entitles the student to:

- 1. Academic instruction and advisory direction.
- 2. Service of College nurse during Health and Wellness hours.
- 3. Subscription to the College newspaper.
- 4. Admission to all student activities.
- 5. Admission to athletic events.

Room and Board

Room for one semester	\$2,090.00
Board for one semester	\$2,215.00

This entitles the student to semi-private room and nineteen meals per week, except during scheduled vacation periods. Resident students must take meals in the College dining center unless excused with a valid medical excuse confirmed by a physician. Students requiring special diets for medical reasons must consult with Dining Services.

Private room for one semester	\$2,935.00
Schwietermann House for one semester-double occupancy	\$2,935.00
Residential Suites for one semester	\$3,740.00

Service Fees

Car registration	\$ 25.00
Late Registration:	
Continuing student not pre-registered	\$ 25.00
First day of each semester	\$ 50.00
Second day of each semester	\$ 100.00
Third day of each semester	\$ 150.00
Past the third day	\$ 200.00
Student fee**	\$ 95.00
Student identification card	\$ 5.00
Transcript of credits	\$ 5.00

** Fees paid each semester by students enrolled in 12 or more credits.

Course and Course Related Fees

Area students taking one course only / cost per credit	\$ 465.00
Audit fee / cost per credit	\$ 50.00
BSN & Paramedic Science students 1 to 6 credits / cost per credit	\$ 465.00
7 to 11 credits /cost per credit	\$ 925.00
12 to 18 credits / semester cost	\$13,850.00
Technology Fee / cost per credit	\$ 15.00
Credit by examination / cost per credit	\$ 50.00
Education professional laboratory experience fee	\$ 70.00
Internship fee	\$ 125.00

Co-teaching	\$ 153.00
Laboratory fee	\$ 35.00
Music lesson per credit.....	\$ 150.00
Recording fee/per credit	\$ 30.00
Nursing students/ cost per credit	\$ 465.00
Tuition per credit above 18 credits per semester	\$ 925.00

Deposits and One Time Fees

Admissions deposit.....	\$ 200.00
Application fee - paid at initial entrance	\$ 25.00
Damage deposit - paid by all resident students*.....	\$ 100.00
Graduation fee - paid senior year	\$ 100.00

* Refunded one month after graduation or withdrawal, minus any charges for damages

Financial Policies

Upon acceptance by the Admissions Office, each prospective student is required to make a \$200.00 non-refundable deposit. Upon enrollment, the \$200.00 is deducted from semester expenses. All charges are to be paid by August 10th for the first semester and by December 10th for the second semester. Each month a service charge will be levied on all unpaid balances. The service charge is computed by a "PERIODIC RATE" of 1½ % per month, which is an annual percentage rate of 18% applied to the previous balance.

A student will not be allowed to register for any subsequent terms if there is an unpaid balance on the student's account. Degrees, grade reports, transcripts, and letters of honorable separation are withheld from those who have not settled their financial obligations to SJC including, if any, all collection fees, attorney fees, and court costs.

Allow at least two weeks for clearance if final payment is by personal check.

Remittance should be made payable to Saint Joseph's College by bank draft, personal check, or postal money order and mailed to Saint Joseph's College, Office of Student Financial Services, P.O. Box 971, Rensselaer, Indiana 47978. Students may also pay in person in the Office of Student Financial Services located in the Halleck Student Center.

Institutional Refund Policy – Fall & Spring Semesters

(1) Through the first calendar week of the semester.....	90%
(2) Within the second calendar week of the semester.....	75%
(3) Within the third calendar week of the semester	50%
(4) Within the fourth calendar week of the semester	25%
(5) After the fourth calendar week of the semester.....	None

The above schedule applies to tuition, mandatory fees and room and board rates for students voluntarily withdrawing from the College. All financial aid that does not have a mandated refund will also be adjusted based on the above percentages. Currently, this applies to all institutional aid that a student receives.

Institutional Refund Policy – Summer Session

Students who attend summer session and withdraw during the term will receive a pro-rated refund of tuition, room and board. The refund will mirror the refund policy for the semester based terms, but will be pro-rated for the 5- or 8-week period of enrollment.

Indiana Commission of Higher Education (ICHE) Refund Policy

Students who completely withdraw from the College before completing the fourth week of classes are ineligible for the Frank O'Bannon Grant and 21st Century Grant for the semester. State grants that have been applied to a student's account will be reversed and the funds returned to ICHE. The Frank O'Bannon Grant is comprised of the Higher Education Award and the Freedom of Choice Award.

Federal Return of Title IV Funds Policy

Students who completely withdraw from college during or before the 60% point of the semester and receive Title IV funds are required to return the unearned portion of those funds. The amount earned is established on the period the student was in attendance based on the official withdrawal date of the student. Students who complete 60% of the semester are entitled to keep all Title IV disbursements.

The term "Title IV Funds" refers to the following Federal financial aid programs: Stafford Loans (Subsidized and Unsubsidized), PLUS Loans, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal PELL Grants.

Payment Plans

SJC offers arrangements for those desiring to meet college costs via monthly payments. Those not selecting the monthly payment plan must pay each semester's net costs in full by August 10th for the fall semester and December 10th for the spring semester.

The SJC Monthly Payment Plan allows parents to pay for college costs in 10 convenient monthly payments commencing June 1st. The cost of this plan is \$50.00. There are no other fees or interest charges. The plan is administered by Tuition Management Systems and information concerning the plan is sent in late spring. Parents may call Tuition Management Systems directly (1-888-722-4867) for information.



SJC students enjoying the Little 500 go-kart race.

FINANCIAL AID

The College adopts the philosophy that the primary responsibility for financing a college education rests with the student's family. Financial aid from college and other sources is viewed only as supplementary to the efforts of the family. Students requesting financial aid are also expected to contribute toward their educational expenses, through summer or school term earnings or loans in any reasonable combination. The College is prepared to assist the student through academic scholarships, grants, loans and employment.

The Higher Education Amendments of 1976 and the Indiana State Student Assistance Commission require that a student receiving federal or state financial aid must make "Satisfactory Academic Progress" (SAP). Students going on academic warning will be sent a copy of the "Satisfactory Academic Progress Policy for Financial Aid" information sheet, which explains the College's policy. The Satisfactory Academic Progress Policy is also available at www.saintjoe.edu. Students continued on academic probation or granted an appeal following a dismissal might be ineligible to receive financial aid.

Home School

Saint Joseph's College abides by the Department of Education's amended law that allows home schooling to be an alternative to a high school diploma for purposes of general student eligibility criteria for financial aid. Home-schooled students must meet his or her state's requirements applicable to home schooling. Home-schooled students who do not have a high school diploma or its equivalent must be beyond the state's age of compulsory attendance.

Application For Aid

Newly enrolled students seeking financial aid and scholarships are required to apply for Admission.

Free Application For Federal Student Aid (FAFSA)

All students seeking financial aid and scholarships are required to file the Free Application for Federal Student Aid (FAFSA) annually. Students are encouraged to file the FAFSA on the internet at www.fafsa.gov. Saint Joseph's College school code is 001833. Students must designate the College as one of the recipients on the FAFSA. For priority consideration, the FAFSA must be received by the Federal Processor by March 10th.

Institutional Aid at Saint Joseph's College

Saint Joseph's College offers several forms of institutional aid which includes, but is not limited to: Academic Scholarships, Transfer Scholarships, Saint Joseph's College Grants, Performance Scholarships and Athletic Scholarships. Institutional Aid applies to aid packaged by Saint Joseph's College Office of Student Financial Services and is for courses taken at Saint Joseph's College or Saint Elizabeth School of Nursing. To qualify for institutional aid, students must enroll full-time in a degree-seeking program and may not already have a degree. To renew institutional aid, students must maintain Satisfactory Academic Progress.

If a student loses institutional aid because of poor SAP the aid may be re-instated after the student begins to make SAP (See page 57). It is the responsibility of the student to contact the Office of Student Financial Services to request the reinstatement of financial aid.

Students may appeal the loss of financial aid due to extenuating circumstances. The appeal should be made to the Financial Aid Committee. Appeals should be made within the first two weeks of the semester in which the financial aid was lost.

Academic Scholarships

Saint Joseph’s College offers scholarships to academically qualified freshmen. Academic scholarships are awarded on the basis of academic achievement and promise, as determined by the student’s high school GPA and SAT I or ACT scores. These scholarships are awarded independently of financial need, but range in value based on academic qualifications. Academic scholarships are awarded at the beginning of the freshman year. They are thereafter renewable for three years (four years in the CPA program), provided that the student maintains satisfactory academic progress:

Presidential Scholarships: Three full-tuition awards are given annually for incoming freshmen. Students are invited to compete for the award if they complete priority admission by January 15th and are a recipient of either an Honors Scholarship or a Deans Scholarship.

Merit Scholarships: Saint Joseph’s College offers three academic scholarships based on the student’s HS GPA and test scores. The scholarship name and award amount and are listed below:

Award Name	Amount
Honors Scholarship	\$17,000
Deans Scholarship	\$15,000
SJC Scholarship	\$13,000

Merit Grants: Saint Joseph’s College offers two academic grants based on the student’s HS GPA and test scores. The grant name and award amount are listed below:

Award Name	Amount
Puma Opportunity Grant	\$ 11,000
Access Grant	\$ 5,000

Transfer Scholarships

Saint Joseph's College offers merit scholarships to incoming transfer students who qualify. Students must be transferring from a regionally accredited post-secondary institution with at least 12 transferable hours. The scholarship is thereafter renewable for up to three years, provided the student maintains satisfactory academic progress. The scholarship name, college transfer GPA, and award amounts are listed below:

Award Name	Transfer GPA	Award Amount
Honors Transfer Scholarship	3.500 & Above	\$ 10,000
Deans Transfer Scholarship	3.000-3.490	\$ 9,000
SJC Transfer Scholarship	2.500-2.990	\$ 8,000

Kious-Waugh Grant

Saint Joseph's College offers grants to students who demonstrate financial need. The amount of the Kious-Waugh Grant is based on the student's financial need as well as academic achievement. For this aid, FAFSA is required. The Kious-Waugh Grant is annually renewable provided the student demonstrates need, as determined by the FAFSA, and maintains Satisfactory Academic Progress.

Alumni Grant

Saint Joseph's College offers Alumni Grants to dependent children of Saint Joseph's College graduates. The grant is also available to students who have a grandparent, aunt or uncle who graduated from Saint Joseph's College. The grant amount is for \$1,000 per academic year for these students. The Alumni Grant may not be combined with the Family Tuition Grant.

Family Tuition Grant

Saint Joseph's College offers a Family Tuition Grant to students who have a sibling from the same dependent family attending Saint Joseph's College simultaneously on a full-time basis or to students who have a sibling from the same dependent family who graduated from Saint Joseph's College. The grant is in the amount of \$1,000 per academic year and may not be combined with the Alumni Grant.

Performance Scholarship

Saint Joseph's College offers performance scholarships to incoming freshmen and transfer students for participation in certain areas on campus. Scholarships are available in Athletic Team Management, Athletic Training, Band, Cheerleading, Chorus, Color Guard, Dance Team, Orchestra, Radio/TV, and Theatre. Students must be recommended by a Performance Scholarship Director. Students receiving athletic scholarships are not eligible to receive performance scholarships. For priority consideration, the student's application for admission must be received by March 1st.

The scholarship is renewable for up to three years thereafter with the Performance Scholarship Director's recommendation. Directors may require try-outs.

Athletic Scholarship

Athletic Scholarships are awarded to qualified student athletes upon recommendation of the Department of Athletics. Students receiving performance scholarships are not eligible to receive athletic scholarships.

Endowed Scholarships

The following scholarships have been established by contributions to the endowment of the College:

- The Vince and Katie Agnew Scholarship
- The Bernard G. and Anna M. Anderson Scholarship
- The Donald G. Brouillette Scholarship
- The Paul E. Brunton '44 Scholarship
- The James and Rosemary Bruskotter Scholarship
- The Edward J. Chapman, O.S.A., Scholarship. Restricted for students from the Archdiocese of Detroit.
- The Class of 1969 Endowed Scholarship
- The Michael E. and Helena P. Davis Scholarship
- The William Downard Scholarship
- The John L. Dunn Scholarship. Restricted for students from Ohio, specifically from the greater Toledo area when appropriate.
- The Richard A. and Nancy K. Etter Scholarship
- The Founder's Fund Scholarship
- The Saint Gaspar Scholarship
- The James K. Hays '59 Scholarship
- The William E. and Kathleen Herber Scholarship
- The Thomas J. Huhn Athletic Leadership Scholarship. Awarded on a competitive basis to talented and qualified student athletes from the Fort Wayne, Indiana area.
- The William and Diane Jennings Scholarship
- The Rev. Joseph A. Lenk Endowed Scholarship. Awarded on a competitive basis to a student from Saint Mary's of the Lake Parish, Culver, Indiana.
- The James and Susan Lennane Scholarship. Restricted for minority students
- The Louisville Area Scholarship. Restricted for students from the greater Louisville area, specifically from the Archdiocese of Louisville, or Clark, Floyd, and Harrison counties in southern Indiana.
- The Brother John Marling Memorial Scholarship. Awarded to a student majoring in a natural science or Mathematics
- The Donna Mastandrea Scholarship
- The Joseph McNamara Endowed Scholarship
- The Donald H. Reichert Scholarship
- The Charles J. Robbins, C.PP.S. Scholarship
- The Benno Scheidler Scholarship. Restricted to students from Indiana.
- The Augustine Seifert, C.PP.S. Scholarship
- The Peter S. Shen Scholarship. Awarded to a student majoring in a natural science or related area.
- The George M. and Cornelia Sigman Memorial Scholarship

The John W. Sweeterman Scholarship
The Edward A. Tomko, D.D.S. '51 Scholarship
The Philip J. Wilhelm Scholarship. Awarded preferably to an Indianapolis area Catholic high school student.

Named Scholarships

SJC has named several scholarships that are awarded each year in memory/honor of persons who have made major contributions to the life and progress of the College.

The Kenneth and Margaret Ahler Scholarship
The John and Ellen Benish Scholarship
The John and Mary Jo Boler Scholarship
The Robert and Genevieve Causland Scholarship
The David J. and Shirley A. Cole Scholarship
The William and Mary Jane Courtney Scholarship
The Edward and Rosemary Cox Scholarship
The John J. and Helen A. Fagan Scholarship
The Raphael Gross, C.PP.S. Scholarship named in honor of the 13th President of the College.
The John and June Guckien Scholarship
The Kious-Waugh Scholarship
The Cyril Knue, C.PP.S. Scholarship named in honor of the 9th President of the College.
The Jacob and Theresa Kramer Scholarship
The Ronald and Pauline Miniat Scholarship
The Jim Murphy Accounting Scholarship
The Justin and Mary Oppenheim Scholarship
The William and Mary Putts Scholarship
The Thomas F. and Mae Ritter Scholarship
The G. Richard and Veva Schreiber Scholarship
The Augustine Seifert, C.PP.S. Scholarship
The Lloyd and Mildred Tait Scholarship
The James Thordsen Scholarship. Awarded preferably to a Puerto Rican student.
The Francis A. and Ann Wilhelm Scholarship
The Marya Yates Scholarship
The James and Joyce Zid Scholarship

Federal Financial Aid Program

Federal Pell Grant

The federal government also operates a grant program for college students based solely on need. Only U.S. citizens or eligible non-citizens qualify. Applications must be made through the filing of the FAFSA.

Federal Supplemental Educational Opportunity Grants

Supplemental Educational Opportunity Grants (SEOG) are available from the federal government through the College to a limited number of students with financial need who require these grants to attend college.

Eligible students who are accepted for enrollment or who are currently enrolled in good standing, may receive SEOG Funds for each year of their higher education. Grants range from \$100 to \$4,000 a year. Only U.S. citizens or eligible non-citizens qualify. Applicants must file the FAFSA to be considered for the grant.

Federal Perkins Loans

The College participates in the Federal Perkins Loan Program. A student may borrow up to \$5,500 for each year of undergraduate study. The total borrowed cannot exceed \$27,500. The repayment period and the interest do not begin until nine months after the student's studies are completed. The loans accrue interest at the rate of five percent per year and repayment may, if necessary, extend over a period of 10 years.

Student Employment / Federal Work-Study Program

Students who need a job to help pay for college expenses are potentially eligible for employment by the College under federally supported Work-Study programs. Students are normally limited to 15 hours of work each week during the academic year under this program. Students are paid minimum wage and receive a paycheck every two weeks.

Other Student Employment

In addition to the Federal Work-Study program, there are a limited number of other jobs. The student should bear in mind that employment should not detract from academic needs. The working time is normally limited to 15 hours a week. Application for campus employment should be filed after one is on campus and enrolled. Resident students may not engage in any business enterprises on campus.

Federal Stafford Student Loans

Under this program, students may borrow from a bank or other financial institution a maximum of \$5,500 a year for the first year, \$6,500 for the second year and \$7,500 a year for students who have completed two years. Students must meet federal eligibility requirements. Interest rate is currently fixed at 6.8% unsubsidized and 3.4% subsidized for loans. Repayment begins six months after termination of enrollment and may extend up to 10 years.

Frank O'Bannon Grants for Indiana Residents Indiana Higher Education Awards and Freedom of Choice Award

These awards are made by the state of Indiana to residents who show financial need, meet the state's requirements for the grants, and are attending an Indiana college. Freedom of Choice Grants are awarded to students who receive a maximum Higher Education Award, still show need and plan to attend an eligible independent institution of higher education within the state of Indiana.

In order to qualify for both of these grants, a student must demonstrate financial need and must have been admitted to the College. A student must submit a FAFSA during the

senior year in high school prior to March 10th. Unless a student has been informed, any amount given by the Office of Student Financial Services is only an estimate and is subject to change or confirmation by the Indiana Commission of Higher Education. The FAFSA must be filed each year by March 10th to determine continued eligibility. These grants may be awarded for no more than eight semesters.

Indiana Twenty-first Century Scholars Program

This state of Indiana program aims to ensure that all Indiana families can afford a college education for their children. Income-eligible 8th graders who enroll in the program and fulfill a pledge of good citizenship to the state and attend a private institution may be awarded an amount up to the comparable cost of tuition and fees of a public institution. Students must reaffirm eligibility during senior year of high school. Funds awarded by the Office of Student Financial Services are only estimates until confirmed by the Indiana Commission of Higher Education. The FAFSA must be submitted prior to March 10th. For continued eligibility, Twenty-first Century Scholars must earn 30 credits per year.

If you have any questions about the Twenty-first Scholars Program at Saint Joseph's College, please contact the Student Success Center.

Veteran's Assistance

Saint Joseph's College is officially approved as a school for veterans of military service and eligible dependents of deceased or disabled veterans.

Vocational Rehabilitation

Under the provision of Public Law 565, the federal government and the state jointly provide funds for grants to students who have a physical or mental impairment which constitutes a vocational handicap. The State Vocational Rehabilitation Division is responsible for the determination of these grants.



SJC student helping at the annual Gallagher Society Christmas party for area children.

ACADEMIC SERVICES

Student Success Center

The mission of the Student Success Center at Saint Joseph's College is to provide services to all students to enhance student learning, academic success, and personal growth through inclusive engagement with the Saint Joseph's College community. We strive to provide comprehensive services that will empower students and connect them with the resources they need to achieve their academic goals. Some of the services that we provide students are academic counseling and mentoring, study skills development, disabilities support, peer learning assistance, advising for undeclared students, and advising for students struggling academically. All programs and services are *free* for all Saint Joseph's College students. The Student Success Center is located in the Evans Arts and Science Building right off of the Robinson Memorial Library.

Students with Disabilities

Saint Joseph's College is committed to providing equal access to students with disabilities. The Student Success Center on the Saint Joseph's College campus assists students with physical, learning, and temporary disabilities. Reasonable and appropriate accommodations will be provided to students with disabilities to ensure equal access to academic programs. As a result, we work with students and instructors to facilitate accommodation delivery and to link our students to resources that are essential to success.

It is the responsibility of the student to identify him/ herself and to formally request accommodations. In order to receive accommodations, students have to provide medical documentation of the disability from a qualified professional, meet with the Educational Support Specialist to discuss the disability, and sign a release of information form. It is most helpful if students identify their needs prior to their arrival on campus. However, the Educational Support Specialist is available to work with students with disabilities at any point in the academic year.

Students requesting accommodations are required to submit medical documentation to verify eligibility. The documentation must meet the following guidelines:

- Evaluation must be from a qualified professional not related to the student. The name, title, and professional credentials (license or certification) of the evaluator must be included in the documentation. An IEP (Individualized Education Plan) alone is NOT sufficient documentation but can be included as part of a more comprehensive assessment battery.
- All reports should be on letterhead, typed, dated, signed, and otherwise legible. The documentation needs to be current within the last three years.
- The assessment should list the testing instruments used to diagnose the disability and must be comprehensive. Aptitude, achievement and information processing should be addressed.
- The evaluation must provide clear and specific evidence a disability does or does not exist. Individual "learning styles," "learning differences," and "academic problems" do not by themselves constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional,

attention, or motivational problems that may be interfering with learning but do not constitute a learning disability.

- The requested accommodations should be clearly identified in the assessment. If they are not, the Educational Support Specialist may contact the diagnostician for clarification.

Disability documentation submitted by a student is confidential. Saint Joseph's College will not release any part of the documentation without the student's informed consent.

First Year Student Programs

The First Year Student Programs, a collaborative program sponsored by Academic Affairs, Student Development, and the Student Success Center, welcomes students to the Saint Joseph College community beginning with early registration and continuing through the first semester. First Year Student Programs is designed to help students adjust both academically and socially to the campus environment. The components of First Year Student Programs are varied and are designed to address the issues, questions and experiences of first year students.

First year students are each assigned a faculty or staff First Year Advisor when they first register for classes. This advisor will also lead the seminar class meetings and meet regularly with students individually over the course of their first semester. In addition to the academic advisor, students will also have an upper class student assigned to them who is trained to mentor new students during their first semester on campus.

Academic Assessment and Program Reviews

Assessment of Student Learning Outcomes (SLOs) and Program Reviews are central to the Continuous Quality Improvement (CQI) processes at Saint Joseph's College. All majors and programs (e.g., the Core Education Program) are required to conduct assessment and program reviews periodically. Student work in various courses may be used for assessment and program review purposes without explicit permission from students. Student anonymity is assured in assessment and program review reports and students' grades will not be affected. If students have questions, concerns, or comments about the use of academic work in assessment activities, please feel free to contact the Office of Academic Affairs.

Since students' input is vital to the assessment process, students may also be asked to complete questionnaires, participate in focus-groups, or contribute in various ways to SJC's ongoing assessment efforts. If students have questions, concerns or comments regarding their SJC educational experiences, please feel free to contact the Office of Academic Affairs.

STUDENT DEVELOPMENT

Members of the Division of Student Development are mindful of the goals of the Core Curriculum as we nurture in students a heightened maturity of choice and an increased integrity of behavior. The Division of Student Development complements SJC's Core program through services, policies, and programs that encourage a student's private and social enrichment.

While SJC's tradition of excellence promotes scholarship in the classroom, it also fosters an increasing attachment to authenticity in everyday living -- values learned in the classroom are cultured in the community. The Division of Student Development supports this application of liberal education as its fundamental goal. As a consequence, students at SJC are encouraged in their application of reason and their exercise of compassion. We promote activities and attitudes that enable students to create for themselves an atmosphere of broadened understanding and caring connection.

The Division of Student Development actualizes SJC's mission to educate the whole student and is energized by our abiding concern to provide personalized and individualized care to students. As professionals committed to the principles of human growth and student development, we hope to engage our students as directly and fully as our roles may allow - a collaborative association with students is our goal.

Residence education and housing options, student activities and intramural sports, health care and counseling, career development, safety and judicial proceedings are all Student Development programmatic areas that support a student's life at college. Our daily task is to ensure that these programs fulfill the needs of students in ways that foster their growing confidence and competence as adults. We know we have succeeded in this when we meet with SJC graduates who have adopted for themselves lives that are responsive to the concerns of others, who are intellectually competent, capable of leadership, and grounded in the commitments of their education.

Campus Ministry

Campus Ministry at SJC functions as an integral aspect of the College Mission to foster the spiritual formation of all students. Through its service to students, it seeks to instill the commitment to Gospel values and human solidarity. Campus Ministers are available to students as they adjust to campus life and several Missionaries of the Precious Blood also reside in the residence halls.

The programs sponsored by Campus Ministry include all six areas outlined in the Bishops' document on Campus Ministry. These areas are: Educating for Justice, Faith Development, Developing Leaders, Forming the Faith Community, Forming the Christian Conscience, and Facilitating Personal Development. Examples of activities include: liturgical ministries, RCIA, soup kitchen & food pantries, Kairos retreats, bible studies, respect for life activities, faith formation programs, and ecumenical outreach. Information about various opportunities for praying with other Christian denominations is available through Campus Ministry. Campus Ministry activities and programs are open to students of all faith denominations.

Career Development

One of the highlights of the Saint Joseph's College experience is the career preparation and career success of our graduates. SJC's Career Development Center and

the Center for Indiana Partnerships work closely to provide comprehensive career development programming. The Career Development Center focuses on student career preparation. The Center for Indiana Partnerships focuses on internships and collaborative projects with Indiana businesses and organizations. The *Career Development Center and Center for Indiana Partnerships* is located on the second floor of Halleck Student Center.

The *Center for Indiana Partnerships*, established through a grant from the Lilly Endowment, delivers programs that connect the SJC community with Indiana businesses and organizations. The experiential learning program expands opportunities for SJC students to complete internships and practica with area businesses, not-for-profit organizations, social service agencies, local governments, and churches. Through these opportunities, students gain practical career experience, develop workplace skills, enlarge their career network, and connect with job opportunities in Indiana. The Center also supports collaborative partnerships and specialized projects with businesses, organizations, and educational institutions in order to contribute to job growth and economic development in the state.

Counseling Services

Counseling Services support Saint Joseph's educational mission by assisting students to improve their performance in all areas of college life. Counseling sessions provide a private and encouraging context in which students may actively reflect on their own experiences and construct new understandings of their emotional, intellectual, and social lives. Although we help students cope with major life problems, we spend even more time helping students learn how to improve their ordinary day-to-day lives.

Documentation of Psychological Disabilities

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 provide significant accommodations for those who are psychologically disabled. The Director of Counseling reviews all documentation of psychiatric and psychological disabilities when students seek accommodations from the College based on their disabilities.

Psychiatric Disabilities

1. To provide appropriate accommodations to students with psychiatric disabilities, the College requires that a student provide professionally adequate verification of his/her disability carried out within the past six months.
2. The evaluator must be a mental health professional familiar with evaluating young adults. Preferred evaluators are psychiatrists and psychologists; Licensed Clinical Social Workers, and Licensed Mental Health Counselors may also be qualified.
3. The evaluation must be comprehensive and should include the following:
 - A dated multi-axial DSM-V diagnosis
 - Psychological test results used to support the diagnosis with copies of the testing for reference
 - A summary of past and present treatment (as it relates to the disability and the need for accommodations)

- A list of current medications (including dosage and side effects experienced)
- An evaluation of ability to function in an emotionally demanding college environment that requires independent, social functioning
- Recommendations for continued treatment
- Recommendations for accommodations
- Each accommodation must be supported by a rationale
- The evaluation must be written in explicit language and provide detailed and specific recommendations related to the diagnosis

4. Accommodations for students with psychiatric disabilities are usually granted for the academic semester.

Health Service

The Johnson Health & Wellness Center policy and staff support Saint Joseph's College's educational mission by assisting students in creating life-long wellness decisions. SJC encourages students to become active participants in their own health and medical care, and to take responsibility for wisely utilizing health care resources.

All students admitted to SJC are required to seek a medical examination and to file a completed health record based on that exam. *This record must also include a full disclosure of the student's medical history and immunizations.* This record must be filed with the Health & Wellness Center **before** the student is registered, housed, or allowed to participate in intercollegiate sports. *Indiana laws stipulate required immunizations to attend post-secondary schools.*

The Center, located on the ground floor of Schwietermann Hall, is available to students with general health concerns or who may require routine nursing care. The services of the SJC Nurse and Wellness Coordinator carry no charge. Students who need medical attention beyond that provided by the College nurse will be referred to area physicians or Jasper County Hospital. Medical care is expensive and it is imperative students have medical insurance to defray these costs. The College does not provide student health insurance.

The SJC Health & Wellness Center does not provide emergency medical service or urgent medical care outside of posted hours. Emergencies are treated at the Jasper County Hospital emergency room located approximately three miles from the College. Students are encouraged to maintain a connection to their family physicians at home. However, numerous physicians practice in Rensselaer and may be available for treatment.

Housing and Residence Life

SJC is a residential campus and its housing and residence life programs are designed to assist students with developing the "life skills" necessary for success. Staff work with students to provide essential out-of-classroom learning opportunities that are supportive of academic pursuits. Staff also work with students to address residence hall issues such as physical enhancements, housing options and residence hall policies.

Intercollegiate Athletics

SJC is proud of the student participation in its athletic programs. The intercollegiate program offers the opportunity to the student to participate in the sports of football, golf,

volleyball, cross-country, basketball, baseball, tennis, soccer, softball, and track on an interscholastic basis.

Office of Multicultural Affairs

The Office of Multicultural Affairs strives to foster an environment wherein issues of diversity are brought to the forefront of discussion. Its purpose is not only to be a resource for students of the college, but to the entire Saint Joseph's College community. The sponsoring of social, educational, and cultural programs promotes a greater understanding of multicultural issues among the students, faculty, and staff, and to the surrounding area. The Office also provides information regarding private sources of financial aid, summer internships, and graduate school opportunities for minority students, and supports the student Diversity Coalition group.

Personal Property

The College is not responsible for loss of, or damage to, personal property of the student from any cause. Homeowner's insurance policies generally cover personal property losses of dependents at college. Parents are urged to have an "extended coverage rider" on their personal property insurance policy to protect themselves in the event of loss. The College does not furnish this kind of insurance to students.

Security and Safety

The Security and Safety Department provides 24-hour-a-day, year-round, presence on campus in order to enrich the safety and security of all community members and College property.

Student Activities

SJC stresses the importance of co-curricular programs as supplemental to course work. Students can become involved in a variety of student organizations including: Puma Activities Council (PAC), Student Association, and academic, athletic, honorary, political action, or social organizations.

Throughout the academic year the SJC calendar of events includes a variety of athletic, educational, cultural, social, and traditional programs. The traditional events that bring back many alumni and friends of the College include: Fall Homecoming/Parent's Weekend, Little Sibs Weekend, and a "Little 500" go-cart race.

The intramural program offers the opportunity for students to participate in a variety of sports including: flag football, ultimate frisbee, kickball, indoor soccer, dodgeball, floor hockey, basketball, volleyball, and softball.

Student Association

All full-time students are members of the Association and are governed by its Constitution and By-Laws. Its elected officers plus the four class presidents, the PAC President, the elected hall governors and senators comprise the Student Senate. The SA, combined with its committees, provides a channel of communication among students and faculty members and administration. The Student Senate is the acting authority for the Association in its normal campus functioning—legislating, nominating, appointing, and directing. The elected president of the Student Association serves as a member of the Board of Trustees of the College.

Student Conduct

Admission to Saint Joseph's College bestows on the student a set of privileges and correlative responsibilities. Each student is responsible for knowing, fostering and protecting these rights individually and collectively. When students manifest an inability or unwillingness to comply with appropriate conduct standards they subject themselves to disciplinary action that can result in sanctions up to and including involuntary separation from the College. Responsibility for enforcement of College policies rests with all members of the College community while adjudication of infractions of conduct standards rests with the Dean of Students.

Puma Activities Council

This Council is composed of students who volunteer their time to provide a comprehensive activities program at SJC. It is based on a committee structure and open to any interested student. Students plan, promote and coordinate special events such as coffee house-type entertainment, dances, comedians, travel programs to local and distant cities, quality films on the campus cable TV station, fine arts performances, and novelty acts.



Students participating in the Kairos retreat.

CAMPUS SERVICES AND FACILITIES

Academic Computer Center

Established in 1988 as a center of administrative and academic computing, it houses the campus computer technology department, the Computer Science Department and the College's copy center.

Aquinas Hall

This three-story hall is named for Saint Thomas Aquinas, patron saint of Catholic education. The first floor of this building contains offices for professors in the Nursing Department and a seminar room.

Arts and Science Building

The two wings of this building, completed in 1936, house science laboratories, the Music Department, the school library, Educational Support Services, the College auditorium and classrooms. The north-south wing includes Music Department offices and rehearsal rooms, the renovated College's 400-seat theater, a computer laboratory, and television studio. The building's east-west wing contains physics, chemistry, biology and geology laboratories and other classrooms.

The Rev. Charles Banet, C.PP.S. Core Education Center

This 50,000-square-foot building was opened as one of the central academic buildings on campus in 1995. In addition to the Core lecture hall and classrooms, the building houses a science lab, a collaborative learning center and faculty offices. This facility is named for Rev. Charles Banet, C.PP.S. President of Saint Joseph's College from 1965 through 1993.

College Store

The College Store, located in Halleck Student Center, stationery items, clothing, gifts, and other insignia items.

Dining Services

SJC Dining Services, under the direction of Sodexo Campus Services, strives to offer as much flexibility, creativity, and choice as possible. We feature an "all-you-care-to-eat" policy, although all food must be consumed in the dining hall. The current meal plan provides for various combinations of meals and meal points at the Halleck Undergraduate Bistro (HUB).

All meals served in the dining hall offer multiple options including pizza, pasta, deli, fresh homemade soup, salad bar, and traditional entrées with appropriate side dishes.

Menus and other dining service information including healthy eating, our environmental commitment, and nutritional resources are available on the dining services page of the Saint Joseph's College website.

The HUB is Saint Joe's fast-food hangout. It offers a variety of items made to order, featuring fresh baked breads, sandwiches, ice cream treats, and fruit smoothies. The HUB is open seven days a week.

Dwenger Hall

Erected in 1907 and named for the second bishop (John Joseph Dwenger) of the Diocese of Fort Wayne, it was retired from service in June of 1998.

The Grotto

A college student (Faustin Bernard Ersing) inspired the original Lourdes Grotto in 1898. In 1931 it was greatly enlarged and included the interior shrine containing the Carrara marble statue of Christ in Gethsemane. The Stations of the Cross in the grove together with the large boulder with a bronze plaque containing Saint Bernard's "Memorare" were erected in 1951 in memory of the parents of Father John Baechle, C.P.P.S. former professor at Saint Joseph's College.

Halleck Student Center

The Halleck Student Center, named for Charles A. Halleck, the late Congressman from Indiana and a long-time member of the Saint Joseph's College Board of Trustees, serves as the center of out-of-classroom activities. The Center houses the Student Financial Services, Center for Indiana Partnerships, Career Development, Campus Life, Security and Safety, Switchboard, Campus Ministry, the HUB Snack Bar, Core XI, the cafeteria, the College Store, the Puma Activities Council, and the Student Association. The Puma Band maintains a rehearsal hall, support facility and offices in the lower level. The College newspaper, *The Observer*, and the College literary magazine, *Measure*, maintain working offices on the third floor.

Jazzman's Café and Bakery located in the South Lounge of Halleck Student Center is available to all students to relax or study. A wireless printer is available.

Hanson Recreational Center

This building, dedicated in 1986, is the center for individual sports and has facilities for basketball, aerobics, baseball, tennis, and track, and a fitness center.

Lake Banet

The 40-acre Lake Banet recreation facility is located at the southwestern edge of campus. Lake Banet offers fun in the sun and much more. The park is set up for picnics, volleyball, horseshoes, basketball, softball, swimming, jogging and other possibilities for exercise and relaxation. Lake Banet is open Memorial Day to Labor Day.

Laundry Service

All residence halls are equipped with high-efficiency washers and dryers. Laundry operation is offered free-of-charge to all residential students.

Post Office and Packages

SJC has its own post office branch constructed in 1988. All mail and packages should be addressed to Saint Joseph's College, Rensselaer, Indiana 47978. Students are required to procure their own post office boxes for receipt of mail through the United States Postal Service. Packages sent UPS and Federal Express should be sent to 1498 South College Avenue, Rensselaer, Indiana 47978, and may be picked up in the Physical Plant Office.

Notary Public Service

Notary services are available on campus at the President's Office, Academic Affairs Office, and the Business Office.

Raleigh Hall

This facility houses the Athletic Director, many coaches' offices, weight-lifting equipment, and is open for use by all students and staff. It also houses the Art Department and offices.

The Reflecting Pond

A part of Saint Joseph's since the College's earliest days, the Reflecting Pond borders the Chapel at the College's main entrance. The scenic pond and fountain are picturesque sights to the College's students and visitors.

Saint Gaspar Center

Named in honor of the founder of the Missionaries of the Most Precious Blood, Saint Gaspar del Bufalo, this center serves the faculty as a classroom during the summer months for the Music/Liturgy program.

Saint Joseph's Chapel

This attractive Romanesque brick and stone Chapel has served the College since 1910, and its stately twin bell towers have become synonymous with the College itself. Its lower level contains some faculty offices, psychology lab offices, the Board of Trustees' meeting room, and a small dining room.

Xavier Hall - McHale Administration Building

It is named in memory of Frank McHale, a member of the original Board of Trustees and benefactor of the College. It currently houses the offices of Admissions, Alumni Relations, Event Services, Human Resources, the President, Integrated Marketing, Vice President for Business Affairs, Vice President for Institutional Advancement and Marketing, and Registrar.

Richard F. Scharf Alumni Memorial Field House

The Fieldhouse seats 2,000 spectators and provides locker rooms for many participants in the school intercollegiate sports programs. The Fieldhouse serves as the site for Puma men's and women's basketball and women's volleyball games. It is named after Richard Scharf, former coach and Athletic Director from 1961 to 1981.

South Chapel Annex

Re-established in 1986 for active use. The area houses a nursing lab, Physical Plant offices, and shipping and receiving.

Telephone

SJC's switchboard telephone number is (219) 866-6000. The College switchboard is open Monday through Friday from 7:00 a.m. to 5:00 p.m. Any student who wishes to obtain a campus phone extension number may request this service from the Work Order Desk by calling (219) 866-6185.

Vending

Vending machines are located throughout campus to dispense snacks and beverages. A game room is located in the HUB within Halleck Student Center.

The 93.3 WPUM-FM Radio Station Building

Since 1996, this area has been used by the campus radio station. The building houses offices, a production room, and the on-air studio.



SJC student working at the radio station.

COLLEGE HOUSING

The College's residence life program is designed to contribute to the total development of the student. Emphasis is placed upon promoting intellectual awareness, developing effective self government, exposing the student to a group living situation, and providing an environment conducive to study. Each building includes lounge areas, a laundry facility and microwave.

All full-time Saint Joseph's College students are required to live in college residence halls unless living with a spouse or with a parent within a 60-mile radius of Rensselaer, Indiana. Students wishing permission to commute must contact the Director of Housing and Residence Life (Director of Housing).

Saint Joseph's College is a predominantly residential campus of traditional aged students. Students over the age of 25 requesting to live on the SJC campus for the first time should plan to set up an interview with the Vice President of Student Development (VPSB) or the Director of Housing. A final decision about the availability of housing will be made following the interview.

Students with special housing requirements should make their needs known to the Director of Housing. After consultation with the VPSB, the Director of Housing is responsible for granting such special requests following a review of the student's supporting documentation. The VPSB/designee will supply students making these applications with a written description of documentation standards.

Bennett Hall

Named for the Most Reverend John G. Bennett, class of 1909, first Bishop of Lafayette, an alumnus and generous patron of the College, this hall houses 96 students and was dedicated in the spring of 1955.

Gallagher Hall

Named after Robert A. Gallagher, first Chairman of College Board of Trustees and generous patron of the College, this hall was dedicated in 1958 and houses 65 students. Renovated in the summer of 2000.

Halas Hall

Dedicated in the fall of 1958, this hall is named for the late George S. Halas, member of the College Board of Trustees, generous patron of the College and owner of the Chicago Bears, who for years held summer training sessions at SJC. It accommodates 65 students. Renovated in the summer of 2000.

Justin Hall

Two hundred and forty-two of Saint Joseph's students are housed in this three-story facility. Named after the late Justin H. Oppenheim, class of 1919, member of the College Board of Trustees, an alumnus and generous patron, the hall provides two comfortable lounges which join the building's two wings. It was dedicated in 1968.

Merlini Hall

Merlini Hall accommodates 65 students, was dedicated in 1940, and is named after the Venerable John Merlini, the third Moderator-General of the Missionaries of the Precious Blood.

Noll Hall

Dedicated in the spring of 1955, accommodating 76 students, this building is named after the Most Reverend John F. Noll, former Bishop of Fort Wayne. It was renovated in the summer of 2007. Noll is air-conditioned and has a kitchenette in the lounge.

Residential Suites

This apartment-style residence hall accommodating 95 students opened August 2000. Each furnished apartment contains five private bedrooms, two full bathrooms, living/dining area, patio, and kitchenette with refrigerator and microwave. While the complex is co-ed, individual suites are shared by roommates of the same gender only.

Schwietermann House

Dedicated in May 1963, this building serves as the residence for priests and brothers. It also contains the College Health & Wellness Center and the Admission Welcome Center on the ground floor. The first floor is designated as a residential facility for 40 students, with 24-hour quiet hours enforced.

Seifert Hall

This building accommodates 110 students and is named for SJC's first President, the Very Reverend Augustine Seifert, C.P.P.S. This building was erected in 1939. Renovated in the summer of 2003.



Students sorting food collected on "Trick or Treat for the Hungry."

EARNING ACADEMIC CREDIT

Enrollment

All students are expected to report to the campus on the date officially designated in the College calendar. No new degree-seeking student will be admitted unless official notice of acceptance from the Director of Admissions has been received.

Students are enrolled as “degree-seeking” when they meet all entrance requirements and have been approved for a course of studies leading to a degree; as “non-degree-seeking” if the student is not at present working toward a degree. Students may be registered as either full-time or part-time. A full-time student is one who is carrying a minimum of 12 semester credits of college credit. Students failing to enroll or to pay fees and tuition on enrollment day as designated in the *Catalog* may have to pay a late registration fee. Students living in residence halls, participating in athletics, must be registered as a full-time student.

No student will receive credit for any course unless registered. Changes in courses or class sections must be approved and recorded with the Registrar.

Credits

The unit of academic credit is the semester credit. The lowest passing grade required before a student can receive credit is D.

Credit By Examination

Any regularly-enrolled student of SJC, in good academic standing, may receive credit for a course by passing an examination in the subject matter of the course. All passing grades and credit will be recorded on the student's record. (See restrictions listed below under "Eligibility".)

- Schedule of Exams: (a) at the beginning of the first semester; (b) the first semester final week; (c) the second semester final week.
- Application to take credit-by-examination is made at the Office of the Registrar.
- Eligibility: Students may not receive credit-by-examination: (a) in courses which they are currently enrolled for credit, or have, at some time, enrolled for credit or audit; (b) in courses involving laboratory experience or practice; (c) in Core courses; (d) in applied music.
- Recording of exams. A record shall be kept in the student's folder of all tests taken. If the student receives an A, B, or C grade in the examination process, credit and a grade of P will be recorded on the transcript. By exception, these P grades from credit-by-examination will be counted toward the major or the minor. If the student does not earn a P, nothing is recorded on the transcript.
- The exams shall be ones of the type given in the course for which the student is seeking credit. Such exams shall be constructed, scored, graded and administered by an instructor appointed by the Vice President for Academic Affairs.

CLEP

Credit is available upon successful completion of the College Level Examination Program (CLEP). A score of 50 or higher is required for credit.

Advanced Placement

Credit is available upon successful completion of the Advanced Placement Program (AP). A score of 3 or higher is required for credit.

Auditing Courses (No credit earned)

Auditing a course means attending class without obligation with respect to regularity of attendance, outside classwork, or examinations. Students register for audit courses in the same manner as for credit courses. The total number of credit and audit credits combined for which a student registers normally do not exceed 21 credits per semester. Audited courses are recorded in the Registrar's Office and are shown on the student's permanent academic record with the symbol Z.

Experiential Credit

Saint Joseph's College recognizes that knowledge and skills can be gained on the job as well as in the classroom and so experiential credit may be awarded to students who have demonstrated learning that is equivalent to college level knowledge and skill. Students enrolled in degree programs at SJC may request permission from the Vice President for Academic Affairs to prepare a portfolio for evaluation. The following criteria apply:

- Students will normally be at least 25 years of age and enrolled in a degree program in the College.
- The awarding of credit shall not interfere with the requirements for professional certification or outside licensing (e.g., CPA, Education Certification).
- Students shall not receive more than 21 credits via this method.
- Students must have at least one semester with a full-time status at SJC before applying for this type of credit.
- Credit will be awarded only for areas of study currently recognized as creditable at SJC.

Students must spend an academic term in preparation of the portfolio. It is the student's responsibility to document and to demonstrate the knowledge that approximates the college credit being sought.

Evaluation shall be conducted by persons holding faculty appointment in appropriate disciplines and who are skilled in the evaluation process of experiential credit.

Credit will be awarded based on standards and guidelines for relating learning outcomes to units of credits.

Upon recognition of credit, entry shall be made on the student's transcript and shall be noted as experiential credit.

Internships and Practical Experience

The College provides a variety of programs that encourage students to apply knowledge outside the classroom. These programs help the student test career-choice decisions and provide them with work experience.

In addition to departmental programs the College is affiliated with The Washington Center in Washington, D.C. The Center offers semester-long programs combining internship placement and coursework to qualified junior and senior students from a variety of majors. Recent Washington Center intern placements include theatre, radio, TV, congressional offices, businesses, non-profit organizations, lobbyists, and in the State and Defense Departments. Students interview with the organization(s) of their choice and are then placed for the semester.

To be eligible for an internship for academic credit, students must have a GPA of 3.000 overall and in their major, must have attained junior status (i.e., earned 60 or more credits), must have passed all prerequisites for internships, and must have the positive recommendation of the departmental coordinator of internships. Internships may carry from three to nine credits of academic credit, depending on length of time and level of work involved. The students are evaluated by their supervisor at the job site, but the final grade (A to F) is assigned by the departmental sponsor of the internship. A special fee is charged for the administration of all internships, except those with The Washington Center. Non-credit internships are also available for students.

Practicum Credit

The college policy for field-based practicum is one credit for a thirty contact hour maximum. Full-time internships and field placements may differ from this formula.

1 credit	30 contact hours
2 credits	60 contact hours
3 credits	90 contact hours

Independent Study

This program provides the opportunity for degree-seeking students, during regular semesters, to pursue special topics, reading programs, or projects within existing departments apart from courses listed in the *Catalog*. Students who have completed the freshman year may apply for an independent study by preparing a proposal for the faculty member who might sponsor the project. After the faculty sponsor has approved the project, the student must receive permission from the Vice President for Academic Affairs (VPAA) and then register for the independent study.

One, two, or three credits may be proposed for a project, and the credit and grade earned will be entered on the student's record and count toward graduation. The student registers for the independent study during the regular registration period, and all provisions of the official College calendar must be observed.

There is a limit of 12 semester credits of independent study that may be counted towards graduation requirements.

Directed Study

In rare instances a degree-seeking student may need a course in the College *Catalog* that is not in the published schedule for the current term. In such cases, the Chair of the Department involved must justify to the VPAA a request for the student to do the course as a directed study. The Chair must also show why some other courses cannot substitute for the course in question. Before final approval is given, the Department will show how

the directed study will be comparable in content, assignments, papers, and tests to the *Catalog* course as normally offered, and the official College calendar must be followed.

Summer Sessions (Summer 1 and 2)

SJC offers a fully-accredited summer program beginning in mid-May. In addition, the College offers its graduate program in Church Music and Liturgy in July.

Study Abroad

Students who wish to spend a semester or a year studying abroad should contact the Advisor for International Studies as soon as they start considering this possibility. Careful planning has to go into the scheduling of courses, so that all graduation requirements will be met in a timely fashion.

If the time abroad is spent at one of SJC's own extension campuses Harlaxton University, Central College or Arcadia University visiting the countries of England, France, Germany, Austria, the Netherlands, Spain, or Mexico, all courses, grades and credits will be entered onto the student's academic record. If the student makes arrangements to study at a different university abroad, other than the SJC extension campuses, the student will need to make arrangements with the Advisor for International Studies, and the Registrar for the appropriate transfer of credits.



Welcome Mass during Orientation week.

ACADEMIC POLICIES

Registration, Add/Drop & Withdrawal of Courses

A "Course Schedule" is published for each semester, showing the courses that are offered, the time of meetings, the room numbers, and the instructor. The College reserves the right to cancel any course for low enrollment. SJC also reserves the right to assign students to class sections and to limit the number of students who may enroll in a course.

Faculty advisors assist students in planning their programs of study. In all cases it is advisable that the student select a major by the end of the freshman year and consult the faculty advisor regarding the pattern of courses for the major and minor sequences and the appropriate electives. A student's official schedule will be available after the payment deadline, as indicated on the official College Calendar.

Add/Drop Period

Changes in a student's schedule may be made through the first week of classes, after consultation with their advisor. Courses dropped during this period do not appear on the student's permanent record.

Course Load

The normal course load for one semester is 15 or 16 credits. To be classified as full-time, a student must register for a minimum of 12 semester credits. Normally, every full-time student must be registered for the proper Core segment, unless an exception is granted by the Vice President for Academic Affairs/designee.

Permission to register for a course load in excess of 18 credits must be obtained from the Vice President for Academic Affairs (VPAA)/designee. The basis for such permission shall be the student's ability as evidenced by previous college work. The regular hourly tuition cost will be charged for each credit in excess of 18 credits.

Course Attendance

Students are required to attend all officially scheduled lectures, discussions, laboratory exercises and examinations. Absences may be excused for reasonable causes, such as sickness, death or serious illness in the student's immediate family, a wedding in the family, intercollegiate sports or other College activities (such as field trips), and circumstances beyond the student's control such as government summons, bad weather, etc. The judge of reasonableness in any case is the instructor.

Sanctions for unexcused absences from class are the prerogative of the individual instructor. Sanctions may include a failing grade on any work due on the date of an absence, a reduction of the final grade for the course, or a failure in the course. Complaints of unfair sanctions will be considered by the VPAA or a subcommittee of the Academic Cabinet appointed by the VPAA.

Withdrawal From Courses

After the add-drop period, students wishing to withdraw from a course must present written evidence of consultation with the instructor and faculty advisor to the Registrar. To withdraw from Core courses, a student must also have written authorization from the VPAA/designee.

Forms for course withdrawal can be obtained at the Office of the Registrar. Such withdrawals will be indicated on the student's record with the letter "W". No official withdrawals will be given later than two weeks beyond the date for mid-term grades. (See College Calendar). Students who register for a course that begins at mid-term may officially withdraw from the course without penalty by the end of the thirteenth week of that semester. All other regulations apply concerning a grade of "W" or "F".

Students who are assessed an overload fee and then withdraw from a course will be refunded a portion of the overload fee based on the week of withdrawal relative to the start of the course. The amount of the refund will be calculated according to the College "Refund Policy" scale on page 23 of this *Catalog*, course fees are non-refundable.

Withdrawal From The College

Students not intending to register for the following semester or who withdraw during or at the end of a semester are required to inform the Registrar. At the Registrar's Office, they will be given a "Withdrawal From the College" form. The form must be completed and the required signatures must be obtained. Some exit interviews should be anticipated. Any student who withdraws without proper notification and/or without having settled their financial obligations to the College will be refused official transcript of credit and/or a letter of honorable separation until all obligations are met.

Medical/Psychological Leave-of-Absence

When a student experiences serious medical or psychological problems while at Saint Joseph's College, he or she may request to take a voluntary medical leave-of-absence. If approved by the VPAA/designee, the student will leave campus, be granted grades of "W" in all current courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student must adhere to the readmission requirements set out in this policy if he or she desires to return to this college after the problem has been treated and resolved.

Saint Joseph's College may require a student to take a medical/psychological leave-of-absence if, in the judgment of the VPAA or Vice President of Student Development (VPSD), the student:

1. Poses a threat to the lives or safety of himself/herself or other members of the Saint Joseph's community;
2. Has a medical or psychological problem that cannot be properly treated in the College setting;
3. Has evidenced a medical or psychological condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the College, and that cannot be properly treated within the context of this college setting.

Readmission Requirements after Medical/Psychological Leave-of-Absence

Duration and Deadlines

For both voluntary and required leaves, the SJC policy on refunds will apply. If a student leaves Saint Joseph's College with a medical/psychological leave of absence, at least one full Fall or Spring semester (not counting the term in which the leave was granted) must normally pass before the student may be allowed to return. However, earlier returns may sometimes be considered, especially for students leaving in the Spring semester reapplying for the Fall. Students must apply for readmission through the office of the VPAA who will consult with the VPSD.

Required Treatment

During a medical leave of absence, Saint Joseph's College expects the student to undergo professional health-care treatment as the primary method of resolving the initial problem. Failure to seek ongoing treatment will raise serious doubt as to the student's readiness to return, and in such cases Saint Joseph's College may withhold readmission until appropriate treatment has been received. The College expects that ill health that results in a medical/psychological leave must be treated satisfactorily in order for the student to return to the intellectual, physical and emotional demands of a college campus.

Readmission Application

A student wishing to return from a medical/psychological leave must initiate a request for readmission by writing a letter to the VPSD detailing what has been accomplished during the absence. A complete application must include:

1. The student's letter;
2. A supporting letter from an appropriate health-care professional (physician, or mental health professional);
3. Required personal interview with the VPSD and the Director of the Counseling Services.

The supporting letter from the health-care or mental-health-care professional should be directed to the VPSD and should address at least the following questions:

1. What were the reasons for the student seeing you?
2. How often did you meet and what were the inclusive dates?
3. What gains were made?
4. Are you confident the student is able to handle the intellectual, physical and personal demands of being a full-time resident student at SJC?
5. Are there any special conditions under which the student should be readmitted?
6. Will you continue to have a professional relationship with this individual once he/she returns to student status at SJC?

The Readmission Decision

The VPAA makes the final decision about whether the medical/psychological problems causing the student to leave have been adequately addressed and there is a reasonable assurance that such a health crisis will not recur. The VPAA will make this decision based on consultations with the Director of Counseling Services.

The VPAA communicates the decision to the student. The decision to readmit a student from a medical/psychological leave-of-absence is a provisional judgment that may be reversed within the first term if the health crisis has not been satisfactorily resolved. When permission to return is granted, special conditions or requirements may be outlined at the time. Upon return, the student may be expected to meet periodically with the VPAA, VPSD, or Director of Counseling Services.

Administrative Withdrawal Policy

An administrative drop from a course may be initiated by the VPAA if the student fails to attend the first 100 minutes of scheduled class meeting time. Students who are unable to be present should contact the instructor in advance to see if a place can be held, otherwise the seat will be open to the general student population.

If a student has excessive absences, the instructor may request the VPAA administratively withdraw the student.

Academic Complaints

1. Students should direct any concerns/complaints to the course/Core instructor.
2. If the issue cannot be remedied with the instructor, students may direct the complaint to the Chair of the Department/Core Director. If a satisfactory conclusion is not reached or if the issue cannot be directed to the Chair of the Department/Core Director, the student should contact the Division Coordinator/Core Coordinator.
3. If the issue cannot be directed to the Division Coordinator/Core Coordinator, or a satisfactory conclusion is not reached, the student should voice their concerns to the VPAA for a conclusion.
4. Students can obtain contact information for Department Chairs/Core Directors and Division Coordinators/Core Coordinator from the Secretary for Academic Affairs.



Something to celebrate... Graduation!

Grading

Students earn one of the following letter grades for each enrolled course:

<u>Grade</u>	<u>Quality Points</u>	<u>Grade</u>
A	4.000	W (Withdrawal)
A-	3.670	I (Incomplete)
B+	3.330	Z (Non-credit /Audit)
B (above average)	3.000	N (Not pass - no credit)
B-	2.670	NG (No grade)
C+	2.330	P (Pass)
C (average)	2.000	
C-	1.670	
D+	1.330	
D (acceptable but poor)	1.000	
F	0.000	

Calculate the GPA by multiplying the number of credits earned by the quality points, then divide the sum by the total number of credits attempted. For example:

<u>Grade</u>	<u>Credit</u>	<u>Quality Points</u>	
A	3	4.000	= 12.000
B-	2	2.670	= 5.340
C	4	2.000	= 8.000
B	1	3.000	= 3.000
D+	<u>3</u>	1.330	= <u>3.990</u>
	13		32.330

Q.P. Cr. GPA
 $32.330 \div 13 = 2.487$

Only credits earned at SJC are used in calculating the GPA.

Incomplete Grade

The incomplete grade is given when under unusual circumstances a final grade cannot be given. It is not to be used by either the student or the instructor as a way of indiscriminately extending the semester or other grading period, nor is it to be used at the mid-term grading period. A course in which the grade of "I" is received will not be considered in computing the GPA until the incomplete grade is removed. If the "I" grade is not removed within five weeks after the close of the semester, a grade of "F" will be assigned. Students with an "I" grade are not eligible for the Dean's List.

Grade Changes

Grades cannot be changed once they are submitted to the Registrar's Office. In case of a computational error the instructor must secure the written authorization of the Vice President for Academic Affairs. All grades are final after the date set for the removal of incompletes.

Repetition of Courses

Students may repeat any course. Only the highest grade earned will be used in calculating the GPA. However, all courses will remain part of the student's official academic record. Students are responsible for informing the Registrar that a course is repeated.

Pass/Not Pass Option

A student may count a maximum of 24 credits towards graduation under the pass/not-pass option. The pass/not-pass option is limited to open electives. Core courses and those required in the major or minor may not be taken for pass/not-pass. The exception is co-teaching. To receive a *pass* a student must achieve a C- or better; below a C-, student will receive a *not pass*, which will be recorded as no credit. The student must decide within the time limit stated in the calendar whether a course is to be taken for a grade or under the pass/not-pass option. In determining full-time status for Dean's List eligibility, pass/no pass credits are excluded. Students must have at least 12 letter-graded credits remaining after the pass/no pass credits are excluded in order to be eligible for the Dean's List.

Grade Reports

Students are issued grades at midterm and at the end of the semester. Midterm grades do not become part of a student's permanent academic record. Both midterm and final grades are available to students through their on-line student account on the SJC website.



Students listening to a Core presentation in the Shen Auditorium.

ACADEMIC HONESTY

Saint Joseph's College exists for the pursuit of truth and knowledge. In that pursuit, all members of the community—students, faculty, staff and administrators—remain committed to honesty in all personal and professional activity related to the mission of the institution. Personal and communal integrity are fundamental in Catholic education. To that end, students at the College are obligated to understand the central role of honesty in its relation to academic coursework, interaction with their fellow students, relationships with faculty and association with the administrative staff of the College.

Students are expected to be truthful in all academic relationships on campus; in all courses, each student has the responsibility to submit work that is uniquely the student's own. Cheating, plagiarism, willful violation of personal or collegiate computer security, misrepresentation of rightful ownership of academic property, falsification of data, theft or mutilation of library or reserved materials, and unauthorized or misrepresented copying of print/media information or copyrighted computer programs of any kind are expressly forbidden at the College. The use of commercial term-paper companies or preexisting files of term papers to produce assigned class work is considered a violation of the Academic Honesty Policy. Outside of formal coursework, students are also expected to maintain honest and ethical behavior. The misuse of SJC identification cards or the mistreatment or alteration of academic records (including grade reports and transcripts) are violations of the Academic Honesty Policy.

It is the special responsibility of the Vice President for Academic Affairs (VPAA) to insure compliance to and promulgation of the Academic Honesty Policy. In addition to the publication of this policy in the College *Catalog*, all faculty are required to review the policy at the beginning of each semester with all classes of the College. It is the individual faculty member's responsibility to assure that all students are aware of the written version of the Academic Honesty Policy and to support its enforcement. It is the individual student's responsibility to know and follow this policy. Ignorance of the Policy by any member of the community is not an excuse for noncompliance.

I. Detection of possible violation of the Academic Honesty Policy by a faculty member

Once a faculty member has sufficient reason to judge that a student has violated the College's policy on academic honesty, the faculty member should:

- A. In person, and if possible in private, discuss the alleged violation and the evidence with the student, and,
- B. Without taking any punitive action, submit a written report to the VPAA as soon as possible, indicating
 1. the charge against the student,
 2. evidence supporting the charge,
 3. and a summary of the discussion between the student and the faculty member, including any admission or denial of guilt on the student's part.

II. Enforcement of the Academic Honesty Policy by the Vice President for Academic Affairs

Upon the receipt of the report, the VPAA will inform the student, in writing, of the charges and right of appeal. The VPAA will also enclose copies of the faculty member's report and the Academic Honesty Policy. The VPAA will also inform the student that the sanctions for academic dishonesty are as follows:

- The minimum sanction for the first offense is an F for the test or assignment, but the usual sanction is an F in the course where the violation took place.
- The minimum sanction for the second offense (in the same or any other course at the College) is an F for the course, but the usual sanction is dismissal of the student from Saint Joseph's College.
- Students receiving an "F" in a course as a result of being sanctioned for academic dishonesty may not withdraw from the course.
- Sanctions for serious cases of academic dishonesty may include suspension from positions of leadership or representation in student government or student organizations. Sanctions can also include suspension from activities that represent the College, such as varsity, junior varsity or club activities and cheerleading.

If the student does not choose to appeal, the VPAA will notify the faculty member and the student of the penalty that the VPAA or delegate deems applicable.

III. Process for student to appeal the charge

If the student chooses to appeal, the following procedures will be followed:

- The student will be permitted five school days from receipt of the letter to request a hearing before an Appeals committee.
- The College will send a notice of a hearing to all parties at least five days prior to the hearing, if possible. The notice will include a statement of the time and place of the appeal and the nature of the charges.
- The above time periods may be waived by the student.

IV. Appeal Hearing

- At the appeal, all parties will have an opportunity to respond to the charges, to present evidence and argument on all issues involved, and to submit rebuttal evidence. The appeal will be conducted in an informal, but orderly, manner.
- The Appeal's committee shall complete and submit to the VPAA or delegate a recommended decision containing its findings, conclusion, and recommended sanction, if any.

The VPAA or delegate may accept or modify any finding, conclusion, or suggested sanction in the recommended decision and issue the final decision of the College as soon as practical. The final authority rests with the VPAA.

Academic Classification

A student is classified as a freshman by meeting entrance requirements: as a sophomore after 24 credits have been earned; as a junior after 54 credits have been earned; and a senior after 84 credits have been earned. In order to fulfill minimum credit requirements for a Bachelor's degree, an average of 15 credits per semester is recommended.

Dean's List

The Dean's List is published at the end of each full-length semester. Full-time students who are in the top 10% of the student body in terms of current GPA semester grades are placed on the Dean's List, provided the student earns 12 credits excluding pass/not-pass. Students receiving an Incomplete grade (I) are not eligible for the Dean's List.

Graduation With Honors

Graduation with honors is conferred on the basis of a student's cumulative GPA:

3.400 Cum Laude 3.600 Magna Cum Laude 3.800 Summa Cum Laude

Satisfactory Academic Progress (SAP), Probation and Dismissal

Satisfactory Academic Progress consists of two parts:

- Qualitative Standard based on GPA: Freshman students whose cumulative GPA falls below 1.800 will be placed on academic warning. Sophomores, juniors and seniors below 2.000 will be placed on academic warning.
- Quantitative Standard based on maximum time frame (also known as "Pace"): Students must complete program within six years as measured in credit hours enrolled. For example, a 120 hour program must be completed in less than or equal to 180 credit hours enrolled. If a student earns 67% of the credits enrolled in each term, the student should complete the program within the maximum time frame. The Quantitative Standard is evaluated on the cumulative hours earned divided by the cumulative hours enrolled. As long as the Pace is greater than or equal to 67% the student is meeting Quantitative SAP.

Course repeats count as hours enrolled each time a course is repeated. Withdrawals from a course will also count in hours enrolled. Transfer hours accepted toward completion of student's program count as both hours enrolled and hours completed. SAP will be evaluated at the end of each term.

Any student whose semester GPA is below 1.000 or whose cumulative GPA drops by 1.500 from the previous semester's GPA is subject to being placed on academic warning, probation or dismissal. Students on academic warning or probation must successfully complete the conditions specified in an academic advising contract. (These conditions may include items such as: weekly meetings, restricted extracurricular activities, etc.).

Any student on academic warning or probation who fails to remove the warning or probation the following semester is subject to dismissal. Students who are dismissed have the right to appeal that decision. The appeal must be in writing to the VPAA and must specify the reasons for the appeal.

Students who are dismissed may apply for readmission after one semester. The application must be in writing to the VPAA and offer an explanation as to how the student

will be academically successful if readmitted. Students dismissed a second time will not be readmitted.

Definitions: (From the U.S. Department of Education)

Warning: A warning is assigned to students who fail to meet SAP. Students on Academic Warning may continue to receive Title IV aid for one additional payment period. No appeal is necessary. Students cannot continue on warning status; however, students may receive more than one non-consecutive warning.

Probation: Probation is assigned to students who fail to make SAP. A student on probation must appeal to the Director of Student Financial Services to have their eligibility for Title IV aid reinstated. Students on probation may receive aid for one payment period.

Teacher Education

All elementary, middle, junior high and secondary education programs have been approved by the state of Indiana in accordance with the Indiana Department of Education (IDOE) and by the National Council for the Accreditation of Teachers Education (NCATE). In addition to standards established by NCATE and the IDOE, Indiana and the College adhere to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

Students who are not residents of the state of Indiana should consult with the state Department of Education of their respective states, in which they legally reside or where they intend to teach for that state's teacher licensing requirements. Students are ultimately responsible for the fulfillment of all requirements for certification and licensing in the state where they intend to teach.

Since Teacher Education Programs (TEP) are governed by national, state and college requirements, a member of the Education Division advises students each semester prior to registration. Students preparing to teach in secondary schools major in the subject area they intend to teach and minor in Education.

A full-time co-teaching experience is required for Indiana certification. This typically will occur during the first semester of the senior year. Students need approval of the Director of Co-Teaching in order to register for co-teaching. Assignments in cooperating schools are contingent upon supervision. Co-teaching options exist for teaching abroad or in other alternate settings.

To qualify for co-teaching, a student must:

- Have a 2.750 cumulative GPA and a 3.0 GPA in Education courses
- Have passed at least six credits of professional education courses.
- Have sound dispositions for the teaching profession and in the personal and social qualities basic to sound teaching.
- Must pass a background check.
- Must pass required examinations.

Athletic Eligibility

A student is eligible to participate in intercollegiate athletic contests under the following conditions:

- Be of approved physical condition as certified by the team physician.
- Meet the requirements for classification as a regular full-time student in good academic and judicial standing at SJC. For purposes of determining athletic eligibility, a student athlete will be deemed to be in good academic standing until the student is placed on academic probation as described in the section entitled “Satisfactory Academic Progress, Probation and Dismissal”
- Be eligible to play in the designated game according to the rules, policies, and approved practices of the National Collegiate Athletic Association with respect to amateur standing, length of previous participation, institutional transfer and similar matters. SJC, as an institution of higher education, fully subscribes and adheres to the by-laws, regulations and rules of the NCAA and the Great Lakes Valley Conference regarding “academic eligibility” and “satisfactory progress.” Furthermore, SJC supports the philosophy and practice of applying said standards for both regular season competition, as well as tournament competition.

It is the responsibility of the players as well as the coaching staff to know and comply with the letter and the spirit of the athletic policies adopted and approved by the faculty.

Family Education Rights and Privacy Act of 1974

Annually, SJC informs students of the Family Education Rights and Privacy Act (FERPA) of 1974. This Act, with which the institution intends to fully comply, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with FERPA concerning alleged failure by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provision of the Act. Copies of the policy can be found in the following offices: Vice President for Academic Affairs, Registrar, Dean of Students, Student Financial Services and Counseling Offices.

Transcripts

Students requesting academic transcripts must include name, date of birth, signature, date of graduation or last attendance, and complete address of where the transcript is to be sent. Electronic transcripts are also available through a partnership with Transcripts on Demand. The fees for this service are noted on the website. Transcript request forms are available at www.saintjoe.edu/transcript-requests. A \$5 fee is charged per transcript copy for 1-10 copies. If more than 10 transcripts are ordered at one time, a maximum fee of \$50 will be charged. No transcripts will be sent if the student has any financial obligations to the College. For security reasons, the College does not fax transcripts.

STUDENT ACADEMIC AWARDS

The recognition of merit in the individual is natural and proper as an incentive to personal and social progress. The awards and prizes listed below represent SJC's attestation of the recipient's excellence as demonstrated in a variety of fields. In all cases the College reserves the right to withhold an award if none of the entries attains a standard of excellence sufficient to merit the distinction implied by the conferring of the award.

Academic Achievement in Criminal Justice

This award will be given to the senior with the highest major GPA in Criminal Justice provided it is at least equal to 3.500. If more than one student has the same GPA within the major, the student's overall GPA will be the determining factor. If this fails to distinguish between the candidates, the faculty of the Sociology and Criminal Justice Department will make the final determination. If no senior meets the GPA requirement, a junior will be selected if one meets the above criteria. Otherwise, no award will be given.

Accounting Faculty Scholarship Award

Presented annually by the accounting faculty to a junior accounting major, this scholarship is awarded based on evidence of a student's outstanding ability and potential in accounting. Nominations and selection determined by full-time accounting faculty.

Outstanding Student-Artist Award

Presented annually to the most outstanding student-artists at each level of the art major program (Outstanding Freshman, Sophomore, Junior, and Senior). This award recognizes both academic performance and artistic excellence. Students must have an overall GPA of 3.0 or higher.

The Douglas E. Bauer Memorial Award

This award was established by the Biology Department and the Biology Club in memory of Douglas E. Bauer (class of 1975) who was killed in an accident while pursuing his graduate degree in biology. The award will be made to a senior in biology or biology-chemistry who meets the following criteria: 1) grade point of at least 3.000; 2) positive attitude toward biology as demonstrated by cooperation with faculty and student peers; 3) determination and ambition as shown in laboratory procedures; 4) pursuit of further education in biology by admission to graduate study.

The Donald Brinley Prize In Philosophy

In recognition of his long-time contribution to SJC and his love and enthusiasm for students and philosophy, the philosophy and religion faculty have established the Don Brinley Prize in Philosophy. The student will be awarded the prize by submitting the best philosophical writing, as deemed by the philosophy and religion faculty. The writing is judged in light of the qualities Professor Brinley admired and exemplified: courage, insight, honesty, rigor, and depth in religious and philosophical thought.

Faculty Awards for Business Administration

Selected from the top 10% (based on cumulative GPA) of all majors in business administration the recipients of this award “best embody the spirit of the Division of Business Administration mission statement.” Nominations and selection are made by all full-time business faculty.

The Dr. Ralph Cappuccilli Award

In honor of the commitment to academic excellence of the alumnus and long time faculty member, Dr. Ralph Cappuccilli, this award is presented annually to the senior Communication department major who has achieved the highest overall grade point average. The student’s GPA must be at least 3.500 to qualify for this award.

Dr. David B. Chattin Award for Excellence in Research

This award is to be given to a junior psychology major who has shown excellence in psychological research and preferably has presented at a research conference. The faculty of the Psychology Department will select the recipient of this award.

Computer Science Award

This award is given to the outstanding junior and the outstanding senior in the Computer Science Department. The recipients must be a major in computer science/information systems who have demonstrated the highest achievement in academic excellence. Award winners are selected by the Computer Science faculty members.

The Mr. and Mrs. C.H. Craig Creative Educator Award

The Mr. and Mrs. C.H. Craig Creative Educator Award is given annually to an elementary education major who has demonstrated both an outstanding rapport with children and a high degree of creativity in working with them. The student will be selected by a vote of the faculty in the education department.

William L. Downard Prize In History

An award of merit presented annually by the Department of History to a student who has excelled in the field of history and its related areas.

Mother Drexel Sociology Award

This annual award is presented to a junior or senior sociology major who has excelled in the field of sociology. This award is based on excellence in scholarship and responsibility in service.

The English-Creative Writing Senior Award

A cash award is given to the English-Creative Writing senior whose writing portfolio and work for the College's publications has been judged outstanding by the English faculty. A 3.5 GPA is also required for the award.

The Father Rufus Esser English Award

A cash award is given to the senior English major who has manifested a deep appreciation and knowledge of literature, and who has contributed to the artistic and intellectual development of the College community.

Future Executive Leadership Award

Given annually to a senior business major (accounting, or business administration) who has proven success as a leader and potential for executive level performance in a career. This recognition is awarded based on a vote of all senior business majors. Five nominations for the award will be made by full-time business faculty and are limited to students with a 3.000 GPA or higher.

John Heimann Award

An award to a music major for excellence in scholarship and general musicianship. The Heimann prize is named in memory of the late father of Fathers Ambrose and Lawrence Heiman, C.PP.S..

Indiana CPA Society Award

A plaque is presented annually by the ICPAS to the outstanding senior accounting major. The selection of the recipient is made by the accounting faculty on the basis of criteria which include: 1) achievement of at least a 3.000 GPA in accounting and also on a cumulative basis; 2) willingness to accept responsibility; 3) extracurricular activities, particularly of a leadership nature; and 4) good moral character.

The Bill Jennings Outstanding Student Athlete Award

To acknowledge that many of our students are both students *and* athletes and dedicate much time and energy to both endeavors while on campus, the faculty of Saint Joseph's College grants one Student-Athlete Award per year. This award honors a dedicated athlete for his or her intellectual curiosity and engagement in academic pursuits. All student-athletes, freshmen through seniors, are considered for this award, which cannot be won by the same person two years in a row.

Father Joseph B. Kenkel, C.PP.S. Award

This award is presented annually by the Department of Economics to a junior or senior for scholastic achievement in the study of economics. It is named in honor of Father Joseph B. Kenkel, who served Saint Joseph's College for over 40 years, both as a teacher of economics and as President of the College. To be considered for the award, the student must have at least a 3.500 GPA in economics and a 3.200 overall GPA.

The Father William Kramer, C.PP.S. Chemistry Award

An award honoring the long-time professor of chemistry, given to an outstanding chemistry student graduating during the academic year in which it is awarded. The award is given at the discretion of the chemistry faculty, not necessarily each year. Minimum requirements are a 3.500 GPA in the chemistry major, a 3.500 cumulative GPA, and significant service to the Department of Chemistry and its students.

Gregory E. Kulavik Award

Awarded annually to the outstanding new member of Saint Joseph's College Band, determined by a vote of the members.

Adam P. Lesinsky Award

Awarded annually to the outstanding member of the Saint Joseph's College Band.

David E. Osterfeld Political Science Award

An annual award presented by the Department of Political Science to a major who has excelled in the field of political science. The award is named in memory of Professor David Osterfeld, alumnus and faculty member.

The Father Sylvester Ley, C.P.P.S. Editorial Award

Named for the co-director of *The Observer*, the award will be presented annually to a page editor deemed to have exemplified the best in editorial professionalism. Voted upon by the entire *Observer* staff.

Maritain Academic Excellence Award

This is an education department award given annually to the junior or senior admitted to the Teacher Education Program having the highest cumulative grade point average (minimum of 3.000).

Meiring Alumni Teaching Excellence Award

This award is given to an active teaching graduate having five or more years of teaching experience, whose contributions to classroom teaching and professional activities have a mark of excellence. The teacher will be selected by vote of the faculty in the education department. The award is named after Fr. Bernard J. Meiring, C.P.P.S. who served the College and the education department from 1955-1993.

The Dr. James Mignerey, C.P.P.S. Award

This award is presented to the outstanding graduating senior majoring in Mass Communication or Theatre Arts. Named for former faculty member Brother James Mignerey, the recipient must exhibit those qualities most valued by Brother Jim: scholarship (minimum of a 3.500 GPA in the major), outstanding contributions to the department's co-curricular activities, and service to the College. The faculty of the Communication Department will choose the recipient and the student's name will be engraved on the permanent plaque.

Edward Panozzo Award

This award is given annually to an upperclassman psychology or sociology major or minor who reflects the dedicated and intense social service commitment of the late Edward Panozzo. High GPA is not a criterion for this award.

J. Phillip Posey Award In International Studies

This award is made to a student majoring in International Studies, normally a senior, who holds a minimum 3.000 GPA and has demonstrated in class and in extracurricular activities a high level of global awareness.

Psychology Academic Excellence Award

This award is presented annually for academic achievement by the Psychology/Psi Chi Club in conjunction with the Psychology Department advisor. The recipient is the junior psychology major who has the highest grade point average in psychology courses. The completion of at least 12 credits of psychology and a minimum GPA of 3.000 are also required.

The Fr. C.R. Rueve, C.PP.S. Mathematics Excellence Award

This award is presented to senior mathematics students who have demonstrated excellence in their pursuit of mathematics, including written and oral presentations. Students will be selected by the faculty of the mathematics department. The award need not be given each year, nor is it restricted to a single student in any given year.

Schuyler Robinson Award

This award is for excellence in applied music as demonstrated in public performances. The award is given in memory of the late Schuyler Robinson, former editor of the *Rensselaer Republican* newspaper.

Saint Joseph's College Alumni Board Senior of the Year Award

This award is presented by the Alumni Association to the senior who has made outstanding contributions to both his/her class and the College.

Father Urban J. Siegrist, C.PP.S. Award

This award is presented annually to a junior for outstanding achievement in the biological sciences. The award is sponsored by the Biology Club and was established in 1976 in honor of Father Urban J. Siegrist, C.PP.S. for his many years of service to the College. The selection of the recipient is made by the biology faculty and Biology Club officers on the basis of the following criteria: 1) achievement of at least 3.500 GPA in biology and of at least 3.200 cumulative GPA; 2) extracurricular activities, particularly in the Biology Club.

Father Paul Speckbaugh, C.PP.S. Reporter Of The Year Award

Named for the first co-director of *Stuff*, now called *The Observer*, the award will be presented annually to a staff reporter deemed to have exemplified the best in professional journalism. Voted upon by the entire *Observer* staff.

Sister Dorothy Stang, SNDdeN Outstanding Student in Wildlife Ecology

This award goes to a senior concentrating in Wildlife Ecology who has demonstrated outstanding achievements. Criteria and requirements are: 1) minimum 3.200 GPA; 2) completion of a commendable internship, independent study or research in an area related to Wildlife Ecology; and 3) service to the Natural Science Division, Biological and Environmental Field Station, and other extracurricular activities. Candidates will be voted upon by the Biology faculty.

Co-Teacher Excellence Award

This award is given annually to four co-teachers, who have been recommended by classroom and college supervisors, two per semester. Two elementary and two secondary level teachers will be eligible to receive the award.

Trustees' Award

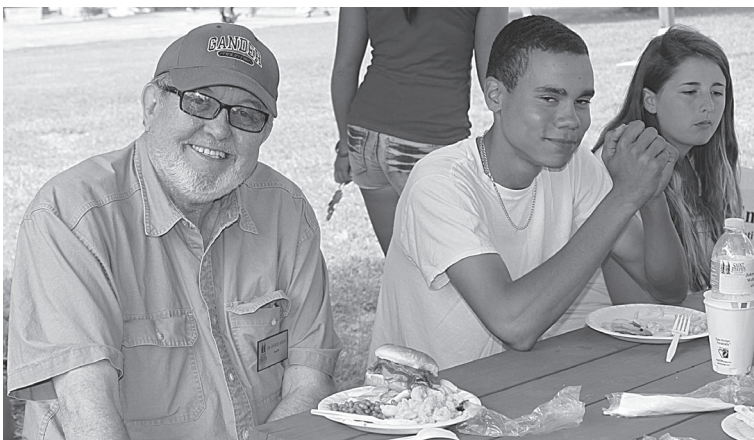
These awards are given to the top graduating student in each of the five academic Divisions of the College. Recipients are selected by the faculty of each Division on the basis of superior scholarship and leadership in extracurricular activities.

Louis B. White Award

This special citation of merit is presented annually by the chorus to its most outstanding member. The award was initiated in memory of Louis B. White '52, former president of the Glee Club, who gave his life for his country in 1953.

J. Kevin Woods Memorial Award

This special citation of merit is presented annually by full-time accounting faculty to an outstanding senior. The award, in memory of J. Kevin Woods, accounting alumnus of 1966 who was killed in action in Viet Nam in 1968, was established by his family and friends. The following criteria should apply in the annual selection of the student who receives the award: 1) must be an accounting major; 2) must have maintained C grades or better; and 3) the senior accounting majors, (not the faculty) select the student most deserving of the award.



An SJC professor enjoying lunch with a new student.

HONOR SOCIETIES

Alpha Lambda Delta Freshman Honor Society

This national honor society recognizes outstanding scholastic achievement in the freshman year. To be nominated for membership, students must have at least a 3.500 cumulative GPA for the two semesters of their freshman year.

Delta Epsilon Sigma National Scholastic Honor Society

Students qualify for membership in this national society when they have completed half of the credits required for their degree with a cumulative GPA in the top 25%.

Phi Alpha Theta International Honor Society In History

To be considered for membership, a student must have completed at least 12 semester credits in history, have maintained at least a 3.100 GPA in those courses and a 3.000 GPA overall, and rank in the upper 35% of one's class.

Psi Chi National Honor Society in Psychology

This national honor society recognizes outstanding students with a major or minor in psychology. To qualify as an active member, students must have completed at least three semesters of college, have at least nine semester hours in psychology, rank in the upper 35% of their class in general scholarship, and maintain a GPA of at least 3.000 in psychology.

Pi Sigma Alpha Honor Society in Political Science

This national honor society is for students of political science. Minimal eligibility requires that students complete ten semester hours of political science courses including an upper division course, maintain a "B" average or better in all political science courses, and maintain an overall academic standing in the top third of their class.

Alpha Phi Sigma National Criminal Justice Honor Society

This national honor society recognizes outstanding scholastic achievement for Criminal Justice students that have completed at least three full-time semesters and at least four (4) courses from the Criminal Justice curriculum. To be nominated for membership, students must have at least a 3.200 cumulative GPA, a 3.200 GPA in their Criminal Justice courses and are in the top 35% of their class.



A member of the tennis team gets ready to pound one over the net.

COURSE DESCRIPTIONS

Core Curriculum

The Saint Joseph's College Core Curriculum is very different from general education at most other colleges. Here general education involves almost all of the departments or disciplines within the College and is team-taught. Moreover, the Core Program—unlike the more widespread “distributional” approach to general education, with students choosing a variety of courses—is a single program of integrated liberal-arts education that begins at a well defined point in the freshman year and works through clear stages of progress toward an equally well defined goal in the senior year. The Core Curriculum, therefore, is a well-coordinated program of general education that complements the work in the major through the four years of college education.

Core Curriculum Objectives

The College began this curriculum in 1969 and has invested large amounts of faculty time and energy in it. Over the years, the curriculum has developed, but the following objectives remain the focus of the Core Curriculum:

- All Core Curriculum faculty, in all eight semesters, work to develop the cognitive and communication skills of students: critical thinking, listening-speaking, and reading-writing.
- The Core Curriculum is a common academic experience for all students and for most of the faculty, thus constituting a lively basis for true academic community on this campus.
- The Core Curriculum enables all students to acquire an understanding of how all the contemporary modes of inquiry work, no matter what the major.
- The Core Curriculum pays special attention to how knowledge from each of the various disciplines connects with knowledge from other fields, and thus students are encouraged to develop an integrative habit of mind.
- In the Core Curriculum, values (personal, national, global) are a constant focus of study, so that students may work to develop their own set of values with sensitivity and consistency.
- All through the eight semesters of the Core Curriculum, there is witness to the specific values of our Judeo-Christian and Humanist traditions in keeping with the College motto of “*Religio, Moralitas, Scientia*.”

The Core Curriculum constitutes “the first major” of each and every student at the College. That means that every graduate from SJC has the benefits—for both personal development and for career advancement—of a solid background in liberal education and in the major field of study.

(COR 001) Freshmen Seminar**1 credit**

A course for first-year students focusing on academic planning, college adjustment, and success skills, educational philosophy and the history and purposes of Saint Joseph's College. Required of all freshmen in the fall semester.

Core 1. (COR 110, 111) The Contemporary Situation**6 credits**

A study of the human situation in recent history with its crises and achievements. The course aims at student involvement in the world through reflection and communication. Required of all freshmen.

Core 2. (COR 120, 121) The Modern World**6 credits**

A study of the larger movements of civilization from the seventeenth to the 20th century with emphasis on contemporary relevance. Required of all freshmen.

Core 3. (COR 230) The Roots of Western Civilization**6 credits**

A study of the Hebrew, Greek and Roman civilizations in their roles as roots of Western Civilization. Core 3 stresses the intellectual, artistic, religious, and social contributions of these civilizations to our modern Western Civilization. Required of all sophomores.

Core 4. (COR 240) The Christian Impact on Western Civilization**6 credits**

A study of the growth of Western Civilization from the beginning of the Christian era to the emergence of the "Modern World." The intellectual, artistic, religious, and social growth of these years is emphasized. Required of all sophomores.

Core 5-6. (COR 350, 360) Humanity in the Universe**6 credits**

This course, extended through two semesters, studies the emergence of the human species in the course of cosmic, biological and cultural evolution and assesses the theoretical and practical impact of the natural sciences on the human situation. Required of all juniors except those in the medical laboratory science or nursing program.

Core 7-8. (COR 370, 380) Intercultural Studies**6 credits**

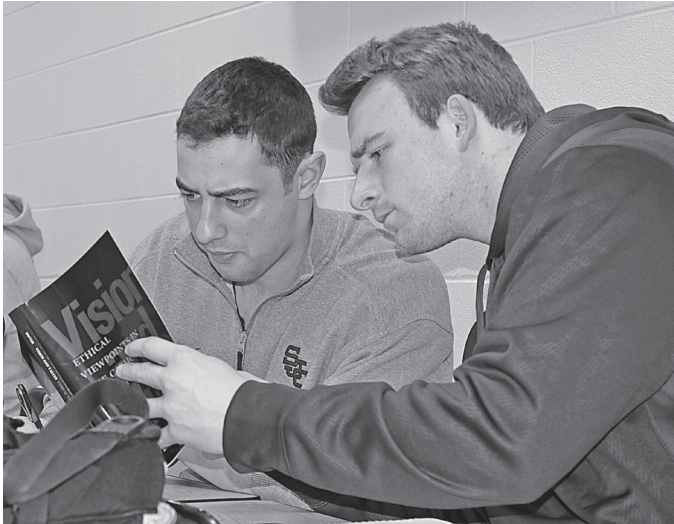
An examination of civilizations other than our own. By studying other cultures, the student gains a new perspective and insight into the institutions and thought of the Western world. Extended through two semesters and required of all juniors.

Core 9. (COR 490) Towards a Christian Humanism**6 credits**

This course attempts to point to the possibility of a Christian view of the human person by an examination of the general problems of humanism, religion, Christianity, and Catholicism. It applies psychological, sociological, philosophical, and theological considerations to the material provided by the previous Core experience. Required of all seniors, and of juniors in an approved three-year sequence.

Core 10. (COR 498) Christianity and the Human Situation**3 credits**

A seminar course on selected ethical problems of our day in the light of Christian faith and of all the Core experience, especially Core 9. Core 10 is, therefore, a study of the practice of Christian Humanism. While section leaders may offer a variety of introductory approaches, preference will be given to seminar topics originated by students. Such topics might be related to person-oriented concerns, to urgent contemporary issues, or to a student's chosen career.



Students check on a reading in Core discussion.

ACCOUNTING

Students majoring in accounting are provided with the fundamental courses to prepare them for entrance into the profession of accountancy, including public, private and governmental careers. In the field of public accounting there are opportunities in auditing, system design and consulting, cost and tax. In private accounting, thoroughly trained accountants have opportunities for advancement into executive, financial, auditing and cost accounting positions. Federal and state governments provide opportunities for accountants in a wide variety of activities including income tax, banking, interstate commerce, and the like.

The Accounting major prepares students to be flexible, adaptable and successful by stressing three key components for a successful career upon graduation. First, *business sense*—by experiencing the cross-functional environment of modern business organizations. Second, *critical skills*—in all the important business functions, but in other areas, too, such as communication, teamwork, critical thinking, and change management. Third, *personal character*—by forcing students to consider a social and ethical context for evaluating business decision making, strategy and policy.

When combined with practical experience, which students are encouraged to obtain through internships and practica, the skills-focus of studying accounting at Saint Joseph's College prepares our graduates for a wide range of successful and rewarding careers.

Accounting majors are able to specialize in order to prepare for accounting careers in industry, local, state and federal government, banking, finance, and many other organizations. The major in Accounting, CPA, prepares students pursuing careers in public accounting and expecting to sit for the CPA exam. This 150-credit program includes vital internship opportunities and a CPA Review course.

Note: Students majoring in accounting or accounting CPA must also choose a minor area of study outside of Accounting and Business Administration. Students may minor in Human Resource Management and/or Economics..

MAJOR IN ACCOUNTING (credits: 75 for CPA; 57 for General Accounting)

REQUIRED: Foundations, 8 courses (24 credits)

ACC 101 Intro Financial Acct	ECN 200 Principles: Markets and Prices
ACC 102 Intro Managerial Acct	ECN 201 Principles: Money and Income
MGT 101 Prin of Management	BUS 201 Legal Environment of Business
MKT 102 Prin of Marketing	FIN 201 Prin of Finance

REQUIRED: Tools, 2 courses (6 credits)

BUS 210 Information Systems	ECN 210 Statistics for Business and Economics
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REQUIRED: Synthesis (9 credits)

BUS 351 The Crucible	BUS 452 Leadership and Ethics
MGT 312 International Business	

REQUIRED: For General Accounting Concentration, (21 credits)

ACC 203 Intermediate Acct I	ACC 312 Acct. Info. Systems
ACC 204 Intermediate Acct II	ACC 411 Auditing
ACC 307 Cost Acct	ACC 413 Income Tax Acct I
ACC 309 Advanced Acct I	

REQUIRED: For Certified Public Accountancy Concentration (76 credits)

58 credits listed above for General Accounting plus:

ACC 310 Advanced Acct II	ACC 415 CPA Review
ACC 414 Income Tax Acct II	

Choose **two** courses (6 credits) from:

ACC 390 Acct Internship (up to 6)	FIN 311 Corporate Financial Mgt
ECN 335 Money and Banking	FIN 410 International Finance
FIN 310 Investments	FIN 411 Financial Statement Analysis
Any other ACC courses above ACC 204.	

MINOR IN ACCOUNTING (18 credits)

REQUIRED: 5 courses (15 credits)

101 Introductory Financial Acct	203-204 Intermediate Accounting
102 Introductory Managerial Acct	307 Cost Accounting

ELECTIVE: Any 3 credits in Accounting

COURSE DESCRIPTIONS

101. Introductory Financial Accounting

3 credits

Financial accounting with emphasis on knowledge required for completion of the accounting cycle, including income measurement and financial statement preparation, accounting for current and plant assets, current and long-term liabilities, stockholders' equity, cash flows and financial statement analysis.

102. Introductory Managerial Accounting

3 credits

This course serves as an introduction to the internal uses of accounting information, specifically focusing on various cost accounting methods. **Prerequisite:** ACC 101.

203-204. Intermediate Accounting

6 credits

An investigation into the form and theory of financial statements with emphasis on the theory and practice of accounting for assets, liabilities and corporate capital accounts. Theory and techniques of recognizing revenues and expenses, including the time value of money are studied as the various assets and liabilities are covered. Familiarity with current events in the financial world is required for intelligent class discussion. **Prerequisite:** ACC 101 or ACC 102.

305. Business Law**3 credits**

This course is designed to acquaint the student with those phases of law most frequently met in business. The selected areas of study include contracts, negotiable instruments, agency sales, partnerships, corporations, property and torts.

307. Cost Accounting**3 credits**

A study of the basic terminology, concepts, and techniques of cost determination. Job order, process, and standard cost systems are explored through the medium of problems.

Prerequisite: ACC 101

308. Advanced Cost Accounting**3 credits**

This course is designed to familiarize the student with analytical interpretation of cost data. The areas of budgetary controls, direct costing, cost-volume relationships, and variance analysis are given special consideration. **Prerequisite:** ACC 307.

309-310. Advanced Accounting**6 credits**

Advanced partnership accounting problems and special transactions resulting from foreign currency translations are considered. Special emphasis is placed on the preparation of consolidated statements of financial condition and income. Consideration is also given to statements required of fiduciaries and to governmental accounting problems, as well as the statement of cash flow.

312. Accounting Information Systems**3 credits**

An overview of accounting information systems and the rapidly-growing area of information systems consulting and systems installation. Course will cover the principal characteristics and functions of accounting information systems, internal controls, network security issues and database design considerations. Course will also make use of appropriate technologies including general ledger and database software. **Junior or senior standing required.**

390. Internship**3-9 credits**

This course is designed to allow qualifying students to actually work off campus for a professional accounting firm. These students apply the technical skills acquired in prior accounting courses to the actual accounting situations of the firm's clients. The student is also expected to act professionally in social situations with firm and client personnel. The Core program, with its emphasis on current events, ethics, and values, should allow the student to assume this responsibility with ease. Achievement will be based upon the periodic and final written reports of the intern and an evaluation of performance by the firm.

411. Auditing**3 credits**

This course recognizes that dependable financial information is essential to the very existence of our society. The need for independent auditors to attest to the basic financial statements follows from this recognition. Professional competence and integrity as an auditor is developed in the student through exposure to the theory and techniques applied in an audit.

413-414. Income Tax Accounting**6 credits**

This course is designed to familiarize the student with the federal income tax laws by means of lectures and practical problems. It is devoted to an intensive study of the income tax laws as they apply to individuals, partnerships, and corporations.

415. CPA Review**6 credits**

This course provides an intensive and comprehensive review of accounting. It is designed to help prepare students to take and successfully pass the uniform Certified Public Accountants' examination. Areas covered include: intermediate, advanced, theory, cost, auditing, income tax, quantitative methods, and business law. A mock, mini-CPA examination is given at the end of the course. **Accounting CPA majors only.**



Students in a business class listening to their professor.

ART

The Art Department offers courses of instruction in the studio arts and art history. Studio courses in a variety of two and three-dimensional media focus on the fundamentals of visual communication and developing technical and conceptual skills necessary for making art. An art major prepares students for entry into professional careers or graduate programs. Students may major or minor in art. Some courses may also be taken as electives for personal enrichment.

MAJOR IN ART (36 credits)

REQUIRED: 6 courses (18 credits)

111 Basic Design	212 Design II	236 Photography
131 Drawing I	232 Drawing II	450 Senior Portfolio & Exhibition

Choose 6 credits from:

251 Art History I	253 Contemporary Art
252 Art History II	353 Art History: Special Topics

Choose 12 credits (including 6 credits advanced level 300-400)

221 Ceramics	253 Contemporary Art	359, 459 Advanced Studio
225 Surface Design	255 Ind Study	
226 Woven /Const Textile	259 Topics in Art	
233 Painting	321 Ceramics II	
234 Printmaking	333 Painting II	
235 Glass	336 Photography II	
237 Graphic Design	353 Art History Special Topics	

Note: Studio courses have extended class times.

MINOR IN ART (18 credits)

REQUIRED: 2 courses (6 credits)

111 Basic Design
131 Drawing I

Choose 3 credits from:

251 Art History I
252 Art History II
253 Contemporary Art

Choose 3 credits from:

212 Design II
232 Drawing II

Choose 6 credits from:

221 Ceramics
225 Surface Design
226 Woven & Const Textiles
233 Painting
234 Printmaking
235 Glass
236 Photography
237 Graphic Design
259 Topics in Art
359 Adv Studio

COURSE DESCRIPTIONS

111. Basic Design and Color Theory

3 credits

Introduction to the foundations of design and visual communication. Explores the content, process and application of two-dimensional design principles with the inclusion of color theory and application. **Lab fee and additional supplies.**

131. Drawing I

1-3 credits

Drawing I is a studio course that presents a strong introduction to basic drawing concepts. Projects are based on subjects such as still life, landscape and inventive forms and may incorporate media such as charcoal, graphite, ink, and collage. Students explore form and structure from observation and imagination through the use of line, shape, value and texture. Course work adjusted for credit taken. **Lab fee and additional supplies.**

212. Design II

3 credits

Study of visual theory, structure, and the design process through three-dimensional design problems exploring varied media and concepts. **Lab fee and additional supplies.**

221. Ceramics I

1-3 credits

An introduction to the general knowledge of the processes, materials, and construction methods involved in working with clay. The course offers insight into the techniques associated with clay, including hand-building techniques, firing techniques, glazing methods, and an introduction to wheel throwing. Course work is adjusted according to number of credits taken. **Lab fee and additional supplies.**

225. Surface Design

1-3 credits

Introduction to surface design processes for decorating fabric including: batik, tie-dye, bleach-out, fabric painting and printing. Course work may be adjusted according to number of credits taken. **Lab fee and additional supplies. Recommended prerequisite: Art 111.**

226. Woven and Constructed Textiles

3 credits

Introduction to weaving and fiber manipulation using various loom and non-loom techniques including tapestry weaving, card weaving, basketry methods and table loom weaving. **Lab fee.**

232. Drawing II

3 credits

A continued exploration of traditional and experimental drawing methods and media with the goal of expanding both conceptual and perceptual approaches to the visual language of drawing. **Lab fee. Prerequisite: Art 131 or permission of instructor.**

233. Painting I

3 credits

Introduction to basic oil painting methods with color theory. This class incorporates traditional and non-traditional technical processes, visual design and composition. **Lab fee. Recommended prerequisites: Art 111, 131, or permission of instructor.**

234. Printmaking**3 credits**

Introduction to printmaking processes and techniques including monotype, intaglio, silkscreen and relief. **Lab fee. Recommended prerequisites: Art 111, 131.**

235. Glass**3 credits**

Introduction to basic concepts, materials, processes and technology for creating flat glass including leading, foiling, slumping, fusing and enameling. **Lab fee and significant additional materials costs. Recommended prerequisite: Art 111.**

236. Photography I**3 credits**

Introduction to the medium of photography in the context of art and applying modern digital techniques. Topics include basic exposure manipulation, composition, relation to common art concepts, and an introduction to Adobe Photoshop. A digital SLR camera that is fully manually operated and a USB “thumb drive” are required. A fixed focal length lens in the range of 35-50mm is *highly* recommended. **Lab fee. Prerequisite: Art 111.**

237. Graphic Design I**3 credits**

Introduction to the concept development and technical execution of visual communication solutions. Focus is on the application of design principles as they pertain to generating graphic solutions through the use of shape, line, color, type, imagery and page layout. Several projects will introduce the use of Adobe Illustrator, InDesign, and Photoshop. A USB “thumb drive” is required. **Lab fee. Recommended prerequisite: Art 111.**

251. Art History Survey I: Prehistoric to 1400**3 credits**

Survey of the development of Western art from antiquity up to 1400. This class will guide students in the visual, historical, and technical language needed to engage in informed discourse about art history and practices. The course will concentrate on the art of Europe and with some investigation of other cultures.

252. Art History Survey II: Renaissance through 20th Century**3 credits**

Survey of the development of Western art from the Renaissance to the present day. Lectures, slides, research and selected studio experiences.

253. Contemporary Art**3 credits**

The study of 21st century artists and contemporary trends.

255. Independent Study**1-3 credits****259. Special Topics in Art****1-3 credits**

Study of a studio discipline not listed in the *Catalog*. Repeatable with change in discipline. **Lab fee for some disciplines.**

321. Ceramics II**1-3 credits**

Continuation of Art 221 with further exploration of hand building and working on the potter's wheel. Indepth exploration of surface decoration and firing methods. Course work will be adjusted according to number of credits taken. **Lab fee and additional supplies. Prerequisite: Art 221 for 3 credits.**

333. Painting II**1-3 credits**

A continuation of instruction in Art 233 with a greater emphasis on individual interpretation. Expansion on technical and visual problems in painting with oil paint, and additionally a brief introductory of watercolor, spray paint, and acrylic paint. **Lab fee. Prerequisite: Art 233 or permission of instructor.**

336. Photography II**1-3 credits**

Continuation of concepts introduced in Art 236. Focus is on exploration of creative lighting and intermediate Photoshop techniques as well as development of theme and creative communication. A digital SLR camera that is fully manually operated and USB "thumb drive" are required. **Lab Fee and additional photographic supplies. Prerequisite: Art 236 or equivalent with instructor permission.**

353. Art History: Special Topics**3 credits**

A continuation of intensive study of a specialized topic in the history of art. **Lab fee. Prerequisite: Art 253**

359. Advanced Studio**1-3 credits**

Second semester of study in a given studio discipline. May be repeated with a change in disciplines. **Lab fee for some disciplines. Prerequisite: 3 credits of study in the discipline.**

450. Senior Portfolio and Exhibition**3 credits**

Capstone experience for Art majors. Each student will independently develop a major art project, a professional resume and digital portfolio, and prepare and install a solo exhibition with artist's statement. **Lab fee. Prerequisite: Senior standing in major.**

459. Advanced Studio**1-3 credits**

Third semester of study in a given studio discipline. May be repeated with change in discipline. **Lab fee for some disciplines. Prerequisite: 6 credits of study in the discipline.**

ATHLETIC TRAINING

The Athletic Training Education Program is based on the National Athletic Trainers' Associations Athletic Training Educational Competencies.

It is the mission of the Saint Joseph's College Athletic Training Education Program to foster an academically and spiritually enriched education while nurturing student success and academic excellence. Developing life-long learners, the program combines didactic and clinical knowledge on the foundation of scientifically proven, evidence-based principles. It is the commitment of the faculty and staff of this program to provide an exceptional education and worthwhile experiences.

The goals of the athletic training education program are to:

- Prepare students in an academically and spiritually enriched environment while nurturing success and academic excellence
- Provide cognitive, psychomotor, and affective skills in didactic and clinical settings that afford the foundation for becoming successful.

Outcomes/Competencies

Upon completion of this program the students will:

1. Master educational clinical competencies and clinical proficiencies
2. Utilize evidenced-based models through the application of theoretical concepts and skills while engaging in clinical education experiences
3. Demonstrate professional and ethical practices during classroom and clinical experiences
4. Be prepared to work within a variety of settings
5. Have an appreciation for life-long learning and value professional development
6. Have the ability to communicate with allied health professionals
7. Demonstrate the ability to utilize current technologies and techniques to provide appropriate care.

The athletic training major is divided into two phases. Phase I is the pre-professional program which facilitates the foundational process of athletic training and lasts for two semesters. During the second semester of the pre-professional phase, the student will complete the application process for admission into the professional phase. Phase II, the professional phase, is a six semester program that will allow the students to gain the knowledge and skills. See the athletic training student handbook for academic requirements for program admission. In order to be eligible for graduation, the student must complete the courses that are required by Saint Joseph's College and both phases of the athletic training major.

**Saint Joseph's College is in the process of pursuing accreditation for this program. By Commission on Accreditation of Athletic Training Education (CAATE) policy, there can be no accreditation site visit until all courses have been offered or in the process of being taught; which is anticipated to be during the spring of 2015. This is the earliest date by which the program can be accredited. Application for accreditation does not guarantee accreditation status and students should be aware that they must graduate from a CAATE-accredited program to be eligible for the Board of Certification, Inc. (BOC) examination in order to pursue a career as an athletic trainer. Questions or concerns regarding accreditation status can be addressed by the Program Director.*

MAJOR IN ATHLETIC TRAINING (62 Credits)

BIO 121 Anatomy and Physiology I (2)
 BIO 121L Anatomy and Physiology I Lab (1)
 BIO 122 Anatomy and Physiology II (2)
 BIO 122L Anatomy and Physiology II Lab (1)
 PSY 110 Introduction to Psychology (3)
 ATH/PE 216 Nutrition (3)
 ATH/PE 221 Kinesiology (3)
 ATH/PE 223 CPR Training (1)
 ATH/PE 224 Standard Red Cross First Aid (1)
 ATH/PE 327 Physiology of Exercise (3)
 ATH 201 Practicum I in Athletic Training (1)
 ATH 202 Practicum II in Athletic Training (1)
 ATH/PE 222 Basic Athletic Training (3)
 ATH 245 Preventative Techniques in Athletic Training (2)
 ATH 301 Practicum III in Athletic Training (1)
 ATH 302 Practicum IV in Athletic Training (2)
 ATH/PE 323 Advanced Athletic Training (3)
 ATH 325 Measurement and Evaluation in Athletic Training (3)
 ATH/PE 328 Therapeutic Modalities (3)
 ATH 333 Medical Terminology (1)
 ATH 335 Athletic Training Evaluation I: Appendicular Skeleton (3)
 ATH 336 Athletic Training Evaluation II: Axial Skeleton (3)
 ATH 350 Pharmacology for Sport and Exercise Science (1)
 ATH 401 Practicum V in Athletic Training (1)
 ATH 402 Practicum VI in Athletic Training (1)
 ATH 430 Medical Considerations in Sports Medicine (3)
 ATH 435 Senior Seminar in Athletic Training (2)
 ATH 440 Rehabilitation of Athletic Injuries (3)
 ATH 455 Organization & Administration in Athletic Training
 ATH 490 Athletic Training Internship (3)

MINOR IN ATHLETIC TRAINING (25 credits)

The athletic training minor does not provide eligibility to sit for the BOC examination or work as an athletic trainer upon completion.

Students majoring in Physical Education may not minor in Athletic Training.

REQUIRED: 10 courses (25 credits)

ATH/PE 221 Kinesiology	ATH/PE 327 Physiology of Exercise
ATH/PE 222 Basic Athletic Training	ATH/PE 328 Thera Modalities & Exercise
ATH/PE 223 CPR Training	BIO 121 & 122 Human Anat & Phys
ATH/PE 224 First Aid	PE 250 Concepts in Fitness
ATH/PE 323 Advanced Athletic Training	

ELECTIVES RECOMMENDED:

ATH/PE 216 Nutrition

PE 325 Measurements in Health and Physical Education

PSY 110 Intro to Psychology

COURSE DESCRIPTIONS**201. Practicum I in Athletic Training****1 credit**

Under the direct supervision of a BOC certified athletic trainer/clinical instructor, students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. This practicum is designed to allow the athletic training student the opportunity to observe and analyze the components of the athletic training environment. Students will gain a practical understanding of the daily operations of the athletic training room, including record keeping, injury prevention, and risk management. Students will have the opportunity to participate in the clinical application of skills and proficiencies previously learned in their courses. A minimum of 120 clinical observations hours are required. **Athletic Training Majors only.**

202. Practicum II in Athletic Training**1 credit**

Under the direct supervision of a BOC certified athletic trainer/clinical instructor, students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. This practicum is designed to allow the athletic training student the opportunity to observe and analyze the components of the athletic training environment. Students will gain a practical understanding of the daily operations of the athletic training room, nutrition, psychosocial intervention and referral, taping, wrapping, and bandaging. Students will have the opportunity to participate in the clinical application of skills and proficiencies previously learned in their courses. A minimum of 120 clinical observations hours are required **Prerequisite: ATH 201. Athletic Training Majors only.**

216. Nutrition (PE 216)**3 credits**

Overview of nutrition as it relates to societal needs and available information. The examination of current theories and literature in nutrition as it relates to fitness and health with special emphasis on somatotypical differences and trends.

221. Kinesiology (PE 221)**3 credits**

The study of human motion. The course covers a basic analysis of human movement through a study of mechanical principles and the functions of muscles, levers and neuromuscular controls. This includes an analysis of movements involved in various sports with emphasis on proper movements and identification of the causes of errors in performance. **BIO 121, 122 or departmental approval required.**

222. Basic Athletic Training (PE 222)**3 credits**

This course focuses on the basic aspects of athletic training, accomplished through lecture and laboratory experiences. The basic athletic training student will gain knowledge in the following areas: prevention, recognition and care of athletic injuries; physical conditioning; medical nomenclature; evaluation of padding and protective devices; basic taping and rehabilitation principles. **Co-requisite: BIO 121 & BIO 121L.**

223. CPR Training (PE 223)**1 credit**

Standard Red Cross CPR training. A fee is assessed for this course.

224. Standard Red Cross First Aid (First Responder) (PE 224)**1 credit**

Training in First Responder's role in aiding victims of sudden illness or accident course. A fee is assessed for this course. **Prerequisite: ATH 223.**

245. Preventative Techniques in Athletic Training**2 credits**

Course will focus on skills necessary for basic athletic training. This will include, but is not limited to: taping, bandaging, wrapping, crutch fitting, and construction of orthosis. **Prerequisite: ATH 323.**

301. Practicum III in Athletic Training**1 credit**

Under the direct supervision of a BOC certified athletic trainer/clinical instructor, students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. This practicum is designed to allow the athletic training student the opportunity to observe and analyze the components of the athletic training environment. Students will gain a practical understanding of the daily operations of the athletic training room, use and application of therapeutic modalities, pharmacological considerations and application of skills and proficiencies learning in previous courses. A minimum of 160 clinical observations hours are required **Prerequisite: ATH 202. Athletic Training Majors only.**

302. Practicum IV in Athletic Training**1 credit**

Under the direct supervision of a BOC certified athletic trainer/clinical instructor, students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. This practicum is designed to allow the athletic training student the opportunity to observe and analyze the components of the athletic training environment. Students will gain a practical understanding of the daily operations of the athletic training room, athletic evaluation techniques for the lower extremity, and application of skills and proficiencies learning in previous courses. A minimum of 160 clinical observations hours are required. **Prerequisite: ATH 301. Athletic Training Majors only.**

323. Advanced Athletic Training**3 credits**

Course will concentrate on sports trauma and tissue responses to injury, including basic treatment of the acute athletic injury. Course will prepare the entry-level athletic trainer with the knowledge and skill to recognize, prevent and treat common signs and symptoms and recognition of acute athletic injuries. **Co-requisite: BIO 122 & BIO 122L**

325. Measurement and Evaluation in Athletic Training 3 credits

Course will present an introduction to measurement and evaluation techniques in athletic training. This will include, but not limited to goniometry, test construction, fitness evaluation, health-related fitness evaluation, and skill evaluation. **Prerequisites:** PE 221, ATH 222, & ATH 323

327. Physiology of Exercise (PE 327) 3 credits

A study of the physiological functions of the body designed to provide the student with a basic understanding of the physiological principles underlying the processes that are so important to physical fitness and athletic performance. "Hands-on" client experience(s) provided in Wellness Maintenance Laboratory. **Departmental approval required.**

328. Therapeutic Modalities and Exercise (PE 328) 3 credits

This course focuses on the theory, principles, and practice of the healing and physical restoration of the injured athlete. Knowledge will be gained in the areas of rehabilitation of injuries, treatment techniques, the use of physical agents, and different techniques used to help promote the body's healing process. Course topics will be covered through lecture and laboratory experiences. **Prerequisite:** BIO 122.

333. Medical Terminology (BIO 333) 1 credit

Course will provide a foundation in the language of medicine, including concepts of word construction, basic medical language and creation of SOAP notes.

335. Athletic Training Evaluation I: Appendicular Skeleton 3 credits

Course will focus on the pathology of injury, principles of assessment, gait and postural analysis, orthopedic injury evaluation techniques of the appendicular skeleton. **Prerequisite:** PE 222.

336. Athletic Training Evaluation II: Axial Skeleton 3 credits

Course will focus on pathology of injury, musculoskeletal injury analysis, and orthopedic injury evaluation techniques of the upper extremities and axial skeleton. **Prerequisite:** PE 222.

350. Pharmacology for Sport and Exercise Science 1 credit

Course will cover basic pharmacology concepts, biochemical effects of drugs, drug interactions, nomenclature, legal/ethical concerns, as related to sport and exercise.

401. Practicum V in Athletic Training**1 credit**

Under the direct supervision of a BOC certified athletic trainer/clinical instructor, students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. This practicum is designed to allow the athletic training student the opportunity to observe and analyze the components of the athletic training environment. Students will gain a practical understanding of the daily operations of the athletic training room, athletic evaluation techniques, and application of skills and proficiencies learning in previous courses. A minimum of 225 clinical observations hours are required. **Prerequisite: ATH 302. Athletic Training Majors only.**

402. Practicum VI in Athletic Training**1 credit**

Under the direct supervision of a BOC certified athletic trainer/clinical instructor, students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. This practicum is designed to allow the athletic training student the opportunity to observe and analyze the components of the athletic training environment. Students will gain a practical understanding of the daily operations of the athletic training room, general medical considerations, rehabilitation techniques, athletic evaluation techniques for the upper and lower extremity, and application of skills and proficiencies learning in previous courses. A minimum of 225 clinical observations hours are required. **Prerequisite: ATH 401. Athletic Training Majors only.**

430. Medical Considerations in Sports Medicine**3 credits**

Course will cover general medical illnesses and conditions involved in the sports medicine environment along with administration or pre-participation examinations, care of special populations, and environmental illness considerations. **Prerequisites: ATH/PE 216 & ATH/PE 327.**

435. Senior Seminar in Athletic Training**2 credits**

Capstone course emphasizing a student-oriented research project culminating in a presentation to the athletic training student body will be completed. Resume development, professional development, and preparations for a proficiency-based examination will be discussed. **Prerequisite: Senior athletic training major.**

440. Rehabilitation Principles of Athletic Injuries**3 credits**

Course will provide general rehabilitation concepts for orthopedic injuries along with practical applications. Topics will include the body's response to healing, development of rehabilitation programs, and therapeutic exercise. **Prerequisites: PE 327, ATH 325, ATH 335 & ATH 336.**

455. Organization and Administration in Athletic Training 2 credits

Organization and administration of athletic training as identified by the National Athletic Trainers' Association, in the Competencies in Athletic Training document will include the topics of licensing, continuing education requirements, ethics, insurance, liability, record keeping, daily operations, finance, information management, purchasing and maintenance of equipment and facilities, and policies and procedures for the operation of an athletic training facility. **Prerequisite: Senior athletic training student.**

490. Athletic Training Internship 3 credits

This is a culminating experience for the athletic training student. Student will accumulate at least 250 hours of practical experience in a setting they pick which must be approved by the program director. Students will be evaluated on acute care, therapeutic exercise, therapeutic modalities, upper and lower extremity assessment, and risk management skills and proficiencies. **Prerequisite: Senior athletic training major.**



Athletic Training students in a little competition during Athletic Training month.

BIOLOGY

The departmental courses in biology are intended to help the student acquire: 1) A knowledge of the basic principles of the biological sciences and some skill in the application of the scientific method to biological problems; 2) The necessary background for work in graduate or professional schools of medicine, dentistry, or biological science; 3) The biological background for certain professional careers such as teaching biology in secondary schools or working in industrial or sales positions requiring a knowledge of biology or chemistry.

Interested and qualified majors in biology are encouraged to supplement their training in zoology or botany by field ecological work, marine or fresh water, in the taxonomic, embryological, and physiological areas, in any approved biological station. Fresh water and terrestrial field stations are operated by many midwestern colleges and universities. With prior consent of the department, credits received will be accepted here.

Students who plan to do graduate work in biology should do Independent study (BIO 255), Research (BIO 220, 355, 455) or Internship in order to gain insight and experience in biological research and applications.

NOTE: Students majoring in Biology, Biology-Chemistry or Medical Laboratory Sciences cannot normally take BIO 121, 122, 123, 211, 212, 213, 214 as part of the major.

Completion of BIO 111-112, with grades of C- or better, are prerequisites for all Biology courses numbered 220 or higher. Completion of any major does not guarantee admission to a graduate or professional school.

ASSOCIATE OF SCIENCE DEGREE IN BIOLOGY-CHEMISTRY (60 credits)

REQUIRED: 60 credits

CORE 1, 2, 3, 4

CHM 121&122 Gen Chem

BIO 111&112 Gen Biology

CHM 233 Organic Chem I

9 credits from biology or chemistry

7 credits from the natural sciences or math-science division

MAJOR IN BIOLOGY (48-60 credits)

All Biology majors are required to take:

BIO 111-112 General Biology I & II (8)

Biology and Biology-Chemistry must take Core 6 sections for science majors.

Choose and complete one of the following four tracks:

Biologist Track: (60 credits) – recommended for pre-med, pre-vet, life science teaching, and a wide variety of careers in the biological sciences. Recommended minors for this track include: Chemistry, Math, Computer Science, Psychology and Secondary Education.

Required: 52 additional credits

BIO 225 Comparative Vertebrate Anatomy (4)

BIO 337 Genetics (4)

ESS 121-122 General Physics I & II (8)*

CHM 121-122 General Chemistry I & II (8)

CHM 233-234 Organic Chemistry I & II (8)

20 credits of biology electives numbered 200 or higher

Physical Therapy Track: (56 credits) – recommended for pre-physical therapy, occupational therapy and pharmacy. This track is designed to provide all of the necessary courses for entrance into graduate programs in physical or occupational therapy.

Required: 48 additional credits

BIO 121-122 Human Anatomy & Physiology (6)

BIO 225 Comparative Vertebrate Anatomy (4)

BIO 327 Human Medical Physiology (4)

BIO 337 Genetics (4)

CHM 121-122 General Chemistry I & II (8)

CHM 233 Organic Chemistry I (4)

ESS 121-122 General Physics I & II (8)*

10 credits of biology electives numbered 200 or higher

(Biology 379 Biochemistry is recommended)

A minor in Health Therapy or Athletic Training is required.

Forensic Science Track: (60 credits) – recommended for forensic science careers.

Recommended minors for this track include: Chemistry, Math, Criminal Justice, Psychology, and Sociology. This track meets all of the recommendations for nationally accredited undergraduate programs in forensic science.

Required: 52 additional credits

BIO 218 Intro to Forensic Science (3)

BIO 225 Comparative Vertebrate Anatomy (4)

BIO 337 Genetics (4)

BIO 341 Advanced Forensic Science (4)

CHM 121-122 General Chemistry I & II (8)

CHM 233-234 Organic Chemistry I & II (8)

ESS 121-122 General Physics I & II (8)*

3 credits from

BIO 246 Environmental Research Methods (3)

BIO 318 Forensic Entomology (3)

BIO 334 General Toxicology (3)

3-4 credits of Statistics from:

PSY/POL/SOC 225 (4)

MTH 342 Statistics (3)*

6-7 credits of biology or chemistry electives numbered 200 or higher

Wildlife Ecology Track: (48-49 credits) – recommended for wildlife biology, zoology, ecology, environmental science, environmental consulting, aquatic and marine biology, and natural resource careers. Recommended minors for this track include: Earth Science, Business Administration, Human Resource Management, Math, Economics, Political Science, Art, and Computer Science. This track follows the guidelines to obtain certification as a professional wildlife biologist from The Wildlife Society.

Required: 40-41 additional credits

BIO 233 Ecology (3)

BIO/ESS 246 Environmental Research Methods (3)

BIO 479 Conservation & Restoration Ecology (4)

6 credits of vertebrate zoology⁺ electives from:

BIO 234 Herpetology (3)

BIO 235 Ichthyology (3)

BIO 237 Ornithology (3)

BIO 238 Mammalogy (3)

12 credits of biology electives from:

BIO 220 Amphibian Research (1-3)

BIO 222 Island Ecology

BIO 225 Comparative Vertebrate Anatomy (4)

BIO 231 Intro to Entomology (3)

BIO 232 Invertebrate Zoology (3)

BIO 323 Intro Microbiology (3)

BIO 334 General Toxicology (3)

BIO 337 Genetics (4)

BIO 346 Animal Behavior (3)

Independent studies, research or internships in zoology, botany
or ecology

⁺A 3rd or 4th vertebrate zoology course may count in these 12 credits

3-4 credits of Statistics from:

PSY/POL/SOC 225 (4)

MTH 342 Statistics (3)*

9 credits of the following physical science electives from:

CHM 101 Intro Chemistry (3)

CHM 121 General Chemistry I (4)

CHM 122 General Chemistry II (4)

ESS 111 Environmental Geology (3)

ESS 121 General Physics I (4)*

ESS 126 Introduction to Atmosphere, Climate, and Weather (3)

ESS 128 Environmental Studies (3)

ESS 132 Geography of Economic Resources (3)

**Please note that ESS 121-122 and MTH 342 have a prerequisite of MTH 125 Calculus I or a year of HS Calculus.*

GROUP MAJOR IN BIOLOGY- CHEMISTRY (62 credits)

The Bio-Chem major is recommended for pre-med, pre-dentistry, pre-vet, life science teaching, and a wide variety of careers biology or biochemistry. No minor is required with this group major.

REQUIRED:

BIO 111-112 General Biology I & II (8) CHM 121-122 General Chemistry I & II (8)
 BIO 225 Comp. Vertebrate Anatomy (4) CHM 233-234 Organic Chemistry I & II (8)
 BIO 337 Genetics (4) CHM 246 Quantitative Analysis (4)
 BIO/CHM 379 Biochemistry (4) ESS 121-122 General Physics I & II (8)*
 Specially designated Core 6 sections for Biology & Biol-Chem majors
 14 credits of electives from Biology and/or Chemistry numbered 200 or higher

**Please note that ESS 121-122 has a prerequisite of MTH 125 Calculus I or a year of HS Calculus.*

Students majoring in Biology or Biology-Chemistry may elect to concentrate in the following pre-professional programs:

Life Science Teaching: The Biology major or Biology-Chemistry group-major coupled with a minor in education can lead to teach Life Science (biology) at the middle school and high school levels. This program of study coupled with Core 6 covers all six areas required by the state of Indiana (Cells, Heredity, Evolution, Biological Organization, Animal Behavior, Interdependence of Organisms) for a license to teach Life Science at the middle school, junior high and high school levels.

The minimum requirements for a teaching license in Life Science is a major in Biology or Biology-Chemistry or in Chemistry with a minor in Biology plus an education minor with the following distribution of biology courses:

REQUIRED: 21 credits of Biology (fulfills a biology minor and may be accomplished by a biology or biology-chemistry major) that must include:

BIO 111-112 General Biology I & II

3-4 credits from cellular-subcellular level:

121 Anatomy & Physiology I	323 Intro Microbiology	327 Human Med Physiology
337 Genetics	345 Histology	379 Biochemistry
343 Cellular & Molecular Biology		

3-4 credits from organismal level:

122 Anatomy & Physiology II	225 Comp Vertebrate Anat	231 Entomology
232 Invertebrate Zoology	234 Herpetology	237 Ornithology
218 Intro Forensic Science	220 Amphibian Research	346 Animal Behavior

3-4 credits from the population level:

233 Ecology	246 Environmental Research Methods
479 Conservation & Restoration	

Pre-Dentistry Program:

Interested students are recommended to take the Biologist Track of the Biology major or the Biology-Chemistry Group major. The pre-dentistry program is designed to enable students to meet the entrance requirements of American dental schools. In addition, this program helps students prepare for the Dental Admissions Test (DAT).

Pre-Medical Program: Interested students are recommended to take the Biologist Track of the Biology major or the Biology-Chemistry Group major or a major in Chemistry with a minor in Biology. The pre-medical program is designed to enable students to meet the entrance requirements of medical schools approved by the American Medical Association, the American Osteopathic Association, and the American Pediatric Association. Pre-Med students are advised by SJC's Pre-Med Advisory Committee. This program helps students prepare for the Medical College Admissions Test (MCAT).

Pre-Pharmacy Program: Interested students are recommended to take the Pre-Therapy Track of the Biology major or the Biology-Chemistry Group major. The pre-pharmacy program is designed to enable students to meet the entrance requirements for Doctor of Pharmacy programs after an Associate or Bachelor of Science degree. Recommended courses include Human Anatomy and Physiology, Microbiology, Calculus I & II, Gen Physics I, Economics, Statistics, Biochemistry, Quantitative Analysis and Human Medical Physiology.

Pre-Veterinary Program: Interested students are recommended to take the Biologist or Wildlife Ecology Track of the Biology major with a minor in chemistry or the Biology-Chemistry Group major. This program is designed to enable students to meet the entrance requirements of American veterinary schools. These can often be met by taking TWO years of courses at Saint Joseph's College. Some veterinary schools prefer students to have four years of a major in biology with a biologist or wildlife ecology track.

GROUP MAJOR IN MEDICAL LABORATORY SCIENCES (56 credits)

This program requires completion of three years at SJC and 12 months in an affiliated hospital program. This program meets the requirements of the American Medical Association and the American Society of Clinical Pathologists. SJC is affiliated with the following Indiana hospitals: St. Margaret Mercy, Hammond, Good Samaritan, Vincennes, and St. Francis, Beech Grove.

REQUIRED: 54 credits of Biology and Chemistry plus one course in statistics (hospital program credits count for graduation requirements), which must include:

BIO 111 & 112 General Biology	CHM 121 & 122 Gen Chemistry
BIO 323 Introductory Microbiology	CHM 233 Organic Chem I
BIO 444 Advanced Microbiology	CHM 234 Organic Chem II or
	CHM 379 Biochemistry

REQUIRED: All Core courses except 5 & 6; 12 months in an affiliated hospital program.

MINOR IN BIOLOGY (18 credits)

REQUIRED: BIO 111 & 112 Gen Biology I & II and any 10 credits of Biology electives.

MINOR IN HEALTH THERAPY (18 credits)

REQUIRED: 18-19 credits

3-4 credits of Statistics from:

PSY/POL/SOC 225 (4)

MTH 342 Statistics (3)

12 credits from:

MTH 125 Calculus I

PSY 124 Child and Adolescent Psych

PSY 110 Introductory Psychology

PSY 324 Abnormal Psychology

PSY 123 Developmental Psychology

SOC 111 Introductory Sociology

3 credits of Math, Psychology or Sociology electives

NOTE: Only students majoring in Biology with the Physical Therapy Track can minor in Health Therapy.

COURSE DESCRIPTIONS**111-112. General Biology: Ecology & Evolution;****General Biology & Biodiversity, Structure & Function 8 credits**

An introductory discussion of the concepts and methods of biology with stress on laboratory investigations to emphasize biology as a science of inquiry. BIO 111 focuses on ecology, evolution, and genetics, and BIO 112 focuses on biodiversity, structure and function of organisms. The second semester stresses biodiversity. Laboratory. **These courses are prerequisite to all other course offerings in biology numbered higher than 220.**

121-122. Human Anatomy and Physiology**6 credits**

This course is designed to study the structure and function of various cells, tissues, organs, and systems of the human body. Intended for physical education, athletic training, and nursing majors and Health Therapy minor. The course is recommended for students preparing to teach health in high school. Laboratory.

123. Introductory Microbiology for Nursing**4 credits**

This course gives a basic overview of the major areas of microbiology: microbial structures and physiology; environmental roles; control and growth; and immunology and disease. Laboratory emphasizes culture and handling techniques, means of growth and control, plus macro and microscopic means of identification. This course is meant as an introduction for freshman-level nursing students.

211. Human Anatomy and Pathophysiology**4 credits**

This course is designed to study the structure and functions of various cells, tissues, organs, and organ systems of the human body. It also covers introductory pathophysiology. This course is designed as an introduction for first-year paramedic students in their associate degree program.

212. Analysis of Pathophysiological Concepts 3 credits

This course is designed to involve the learner in the conceptual analysis of pathophysiological processes. The learner will build on their previous knowledge of the biological and physical sciences. **Prerequisite:** BIO 121, 122, 123 and CHM 101.

213. Analysis of Pharmacotherapeutics 3 credits

This course is designed to involve the learner in analyzing various pharmacology concepts. The structure of this course will be based on pharmacological classifications. The learner will build on previous knowledge from the biological and physical sciences. **Prerequisite:** BIO 212.

214. Pharmacotherapeutics for Paramedics 4 credits

This course is designed to involve the student in analyzing various pharmacology concepts as related to pre-hospital care. It is also an introduction to drug information, the action of drugs, weights and measures, and the administration and techniques of administering drug therapies. **Prerequisites:** BIO 211, PAR 111 through 116.

218. Introduction to Forensic Science for Science Students 3 credits

The course will focus on the multi-disciplined aspects of forensic science which will include anthropology, pathology, criminalistics, entomology, chemistry, and odontology. Guest speakers, expert in the above fields, will serve as excellent role models for students interested in employment in an alternative and very challenging line of work involving general scientific fields of study. Both lecture and laboratory will provide the basis for this hands-on learning experience where, instead of a traditional examination and research paper, the students will match wits with others as “experts in their fields” in a mock court.

220. Amphibian Population Research 1 credit

Students participate in an ongoing amphibian population monitoring program to determine the distribution and abundance of frogs, toads and salamanders living in Jasper County, IN, and nearby areas. Students will learn in class how to identify all local species’ breeding call, indices of relative abundance, and how to use topographic mapping techniques. Students are responsible to keep and submit a data file including habitat, weather, time and date of survey, and data on the relative abundance of amphibians in an assigned area of study. This course may be repeated up to three times.

222. Island Ecology 3 credits

The course is the study of island organisms and their interactions with each other and the environment. Topics in this course include, Theory of Island Biogeography, Ecological Succession, Colonization, Ecological Release, Adaptations (Gigantism, Dwarfism), Speciation (Adaptive Radiation, Endemism), Human impacts (habitat destruction, invasive species), Extinction, and Island conservation. Field experiences that are particular to the islands of study will be used to illustrate the key concepts. **Prerequisites are BIO 111-112. This course has a travel fee.**

225. Comparative Vertebrate Anatomy**4 credits**

The study of type forms of different classes of vertebrates, from the viewpoint of the morphological and physiological relationships of the various organs and systems. Laboratory.

231. Introduction to Entomology**3 credits**

The course will focus on insect behavior, biology, morphology, and identification. A laboratory will provide students with insect biology and behavior. This course will provide necessary background for future advanced studies in medical entomology, ecology, and forensic entomology. Laboratory.

232. Invertebrate Zoology**3 credits**

A survey of invertebrate animals with emphasis placed upon structural and functional adaptations of the major phyla and classes, along with their evolutionary relationships. This course includes marine biology component during a spring break field trip to the Gulf Coast. Laboratory.

233. Ecology**3 credits**

The study of organisms in relation to their environments with emphasis upon interrelationships among physical factors (light, temperature, and moisture), biogeochemical cycles, and biotic factors (trophic relationships, population dynamics, and interactions between species). Laboratory.

234. Herpetology**3 credits**

This field course will focus on the evolution, classification, ecology and natural history of amphibians and reptiles. Emphasis is placed upon the identification of local species. This course includes a weekend camping trip. Laboratory.

235. Ichthyology**3 credits**

This field course will focus on the anatomy, physiology, ecology, evolution and management/conservation of fish. Students will also learn to collect and identify local species. Laboratory.

237. Ornithology**3 credits**

This field course will focus on the anatomy, physiology, ecology, evolution and conservation of birds. Students will also learn to identify local species by habitat, sight and sound. Laboratory.

238. Mammalogy**3 credits**

This field course will focus on the anatomy, physiology, ecology, evolution and conservation of mammals. Emphasis is placed on the identification and natural history of Midwestern species. Laboratory.

244. Drugs and the Central Nervous System (PSY 244) 2 credits

This course will cover psychotropic medicines and their effects on the human body. Included are the pharmacology of the major classes of psychotropic drugs and the nature of diseases they are used to treat. Also covered will be the nature of drug dependence and addiction as well as a brief history of human's use of psychotropic substances.

Prerequisite: Bio 111-112 or PSY 110.

246. Environmental Research Methods (ESS 246) 3 credits

Basic environmental field methods will be examined and applied during this course. Field sampling and analysis of various environmental media such as water, soil, air, refuse, sediment, waste, etc., are undertaken in the context of environmental program implementation. Environmental field methods are foundational to virtually all aspects of environmental investigations and problem-solving. This course will also be an introduction to library search techniques, information retrieval systems, and scientific writing. Laboratory. **Prerequisite:** BIO 111-112 or ESS 111 & 128.

255. Independent Study 1-3 credits**318. Forensic Entomology 3 credits**

This course will introduce how the biology of insects is used as evidence in criminal cases. Topics include collecting insect evidence from bodies, following a chain of custody, and processing specimen. The class project will be the analysis of an actual forensic entomology case and presentation of findings. Laboratory.

323. Introductory Microbiology 4 credits

This course gives a basic overview of the major areas of microbiology: microbial structures and physiology; environmental roles; control and growth; and immunology and disease. Laboratory emphasizes culture and handling techniques, means of growth and control, plus macro and microscopic means of identification. Though similar to Biology 123, lecture requirements will be in greater detail and depth, and laboratory exercises will place increased emphasis on scientific method and writing.

327. Human Medical Physiology 4 credits

An in-depth study of the physiology of the human body, especially as demonstrated in medical conditions and medical lab tests. Cannot be used to replace Biology 121 or 122. Laboratory.

331. Medical Entomology 3 credits

This course will focus in-depth on the biology of venomous insects, insects that transmit disease, and insects that otherwise cause injury to humans. Laboratory.

333. Medical Terminology (ATH 333) 1 credit

Course will provide a foundation in the language of medicine, including concepts of word construction, basic medical language and creation of SOAP notes.

334. General Toxicology**3 credits**

This course provides an overview of toxicology for upper level students in biology, chemistry, or physical sciences. Particular emphasis will be placed on forensic and environmental toxicology. Through this course students will understand types, sources and effects of toxicants, test and interpretation methods, and regulation of pharmaceuticals and environmental toxicants. Basic knowledge of general and organic chemistry, ecology, algebra and statistics are extremely valuable in this course.

Prerequisite: BIO 111-112.

337. Genetics**4 credits**

A study of the general principles of heredity and the operation of hereditary factors in the origin and development of species and of individual traits. Laboratory.

341. Advanced Forensic Science**4 credits**

This course will focus on the basic and applied science aspects of forensic science. The course will stress research, analytical skills, applied methods and the use of the primary science literature to aid crime investigation. **Prerequisite:** BIO 111-112 or BIO 218.

343. Cellular & Molecular Biology**3 credits**

This course will focus on the fundamentals of cellular structure and physiology and molecular genetics and the methods and applications of recombinant DNA biotechnology. Laboratory. **Prerequisite:** BIO 111-112 and CHM 234.

345. Histology**3 credits**

The study of the microscopic structure of animal tissues with emphasis on human tissue structure. Microscopic examination of tissue slides to determine the internal identifying characteristics of cell types and their mode of organization into functional tissues and organs. Laboratory.

346. Animal Behavior (PSY 346)**3 credits**

Types of animal behavior are studied in regard to their causation, development, function, ecology and evolution. Students will design and conduct a series of ethograms and experiments and an independent project. Laboratory. **Prerequisite:** BIO 111-112 or PSY 110.

355. Junior Research in Biology - Consent of instructor**1-3 credits****379. Biochemistry (CHM 379)****4 credits**

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzymes systems and a study of intermediary metabolism and its control mechanisms are included. Laboratory. **Prerequisites:** BIO 111, 112 and CHM 233 (CHM 234 preferred).

444. Advanced Microbiology**4 credits**

This course looks in greater depth at microbial diseases, genetics, and environmental roles. Half of the course deals with immunology in depth (immune response, agents and cells, modern use of immune technology, hypersensitivity, cancer and graft immunity). Laboratory.

455. Senior Biology Research - Consent of instructor.**1-3 credits****459. Topics in Biology****3 credits****479. Conservation & Restoration Ecology****4 credits**

This course will focus on population growth, the interactions of population growth, the interactions of populations, community structure, metapopulation dynamics, and landscape ecology and their implications for conservation biology and wildlife management. This course is intended to provide the student with current information on trends in research in the new field of restoration ecology. Further, the causes and cures of environmental damage will be explored through field projects. Students will research and write a detailed conservation assessment with recommendations of research needs for a state-listed threatened species. Laboratory.

490. Internship**1 – 4 credits**

SJC faculty member offering assistance in a biology lab.

BUSINESS ADMINISTRATION

The Business Administration major prepares students to be flexible, adaptable and successful by stressing three key components for a successful career upon graduation. First, *business sense*—by experiencing the cross-functional environment of modern business organizations. Second, *critical skills*—in all the important business functions, but in other areas, too, such as communication, teamwork, critical thinking, and change management. Third, *personal character*—by challenging students to consider a social and ethical context for evaluating business decision making, strategy and policy.

When combined with practical experience, which students are encouraged to obtain through internships and practica, the skills-focus of studying business at Saint Joseph's College prepares our graduates for a wide range of successful and rewarding careers in small and medium size businesses or non-profit organizations.

Students majoring in Business Administration must choose one of the concentration options listed below and complete a minor area of study. Students choosing the human resource management concentration, however, cannot also choose the minor in human resource management.

MAJOR IN BUSINESS ADMINISTRATION

REQUIRED: Foundations, 8 courses (24 credits)

ACC 101 Intro. Financial Acct	ECN 201 Money & Income
ACC 102 Intro. Managerial Acct	FIN 201 Prin of Finance
BUS 201 Legal Environment of Business	MGT 101 Prin of Mgt
ECN 200 Markets & Prices	MKT 102 Prin of Mkt

REQUIRED: Tools, 3 courses (6 credits)

BUS 210 Information Systems	ECN 210 Statistics
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REQUIRED: Synthesis, 3 courses (9 credits)

BUS 351 The Crucible	BUS 452 Leadership and Ethics
MGT 312 International Business	

REQUIRED CONCENTRATION: 4 courses (12 credits) from **one** subject area below

FINANCE: choose 4 courses (12 credits)

FIN 310 Investments	FIN 411 Financial Statement Analysis
FIN 311 Corporate Financial Mgt	FIN 421 Special Topics in Finance
FIN 410 International Finance	FIN 436 Public Finance

HUMAN RESOURCE MANAGEMENT: Choose 4 courses (12 credits)

PSY 134 Indst. & Org. Psych.	MGT 322 Practicum in HR Mgt
MGT 309 Human Resource Mgt	MGT 421 Spec. Topics in Mgt
MGT 321 Benefits and Compensation	

MANAGEMENT: choose 4 courses (12 credits)

MGT 309 Human Resource Mgt
MGT 313 Entrepreneurship
MGT 409 Operations Mgt

MGT 411 Organizational Behavior
MGT 421 Special Topics in Mgt

MARKETING: choose 4 courses (12 credits)

MKT 310 Advertisement & Promotion
MKT 312 E-Business
MKT 410 Marketing Research
MKT 412 Sales & Marketing Mgt
MKT 421 Special Topics in Marketing

CUSTOM CONCENTRATION:

After consultation with an adviser, choose 4 courses (12 credits) at the 300 or 400 level from BUS, FIN, MGT, or MKT. These courses must not also fulfill other requirements in the major.

MINOR IN BUSINESS ADMINISTRATION (18 credits)

REQUIRED: 4 courses (12 credits)

ACC 101 Intro Financial Acct
MKT 102 Principles of Marketing

MGT 101 Principles of Management
FIN 201 Principles of Finance

Choose 3 credits from:

ECN 110 The Economic Way of Thinking
ECN 200 Markets & Prices

ECN 201 Money & Income

Choose 3 credits from:

MGT 313 Entrepreneurship
MGT 309 Human Resource Mgt

MGT 312 International Business
MKT 312 E-Business

MINOR IN HUMAN RESOURCE MANAGEMENT (18 credits)

REQUIRED:

PSY 110 Intro To Psychology
PSY 134 Industrial Org. Psychology
MGT 309 Human Resource Mgt

MGT 321 Benefits & Compensation
MGT 322 Practicum in HR Mgt
MGT 421 Special Topics in Mgt

COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION (BUS)

201. The Legal Environment of Business

3 credits

This course will cover legal and regulatory issues in detail to form a context for the ethical and social considerations of business decision making. It examines the impact of the common law, statutes, regulations and the U.S. Constitution on the business organization. It provides an understanding of the court systems, and the legislative and regulatory processes. The course also furnishes an analysis of the law as it affects various business practices including defective products, contracts, employment, environmental practices and international business activities.

210. Information Systems

3 credits

The course will address how organizations are currently using information systems to support the various business functions and its role in the decision making process. Topics include e-business, databases, supply-chain management, customer-relationship management, and enterprise resource planning.

211. Enactus

1 credit

Enactus (Entrepreneurial, Action, Us) is a community of student, academic and business leaders committed to using the power of entrepreneurial action to enable human progress. We establish student programs on campuses across the nation. Enactus students apply business concepts to develop community outreach projects, transform lives and shape a better, more sustainable world. **Open to all majors.** (May be taken once for credit.)

320. Legal Issues in Sports Management (SPM 320)

3 credits

An introduction to major legal issues involved in amateur and professional sports. Key topics include eligibility, due process, gender discrimination, drug testing, collective bargaining, league organization and governance, and some related tort issues. **Juniors/Seniors only.**

351. The Crucible

3 credits

This junior year course places student teams in competitive scenarios that test the application of skills and concepts developed in the Foundations courses. It simulates the cross-functional environment of modern business organizations and stresses teamwork, decision making under uncertainty and change, and evaluation of ethical dilemmas. Relevant intermediate level functional concepts are also introduced. **Prerequisite: all eight Foundations courses and cumulative GPA of 2.500 or greater or consent of the instructor.**

355. Independent Study in Business

1-3 credits

With approval of the faculty, this course allows students to pursue independent research, analysis and writing on a business topic or issue of special interest. Students may propose a project idea or develop one with faculty. Requires a major business report and presentation.

390. Internship in Business**3-9 credits**

Selected students will earn credits for completing an internship program with a business firm. Students will prepare regular reports describing their duties and experiences. Upon completion of the internship program, interns will submit a major paper addressing the various activities and projects in which they participated, as well as an analysis of the company's operations. The interns will also present their experiences to faculty members. **Prerequisite: Cumulative GPA of 3.000 or higher and departmental approval.**

421. Special Topics in Business**3 credits**

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in business and industry. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

442. American Business History (ECN 442, HST 442)**3 credits**

Focused on management-labor relations, broadly construed, from 1800 to the present.

451. Business Strategy**3 credits**

This course is designed to give students practice in policy making thereby enhancing their ability to identify, analyze, interpret and evaluate business policies, especially those of large corporations. Through the study of actual business situations, the student will learn to diagnose a company's policy decisions. Cases are selected from a variety of industries to emphasize the universality of management problems and to give the student a facility for solving problems wherever they may develop. An attempt will be made to focus previously gained knowledge of accounting, finance, management, marketing and economics upon such matters as organization, administration, procurement, production, sales, labor, financial and expansion policies. **Prerequisite: Senior standing and cumulative GPA of 2.500 or higher.**

452. Leadership and Ethics**3 credits**

An interactive experience designed to look at several aspects of leadership, leading change, and ethics. The course will provide an understanding of the distinction between leadership and management in organizations. Theory is mixed with contemporary case studies of the ethical challenges facing today's leaders. Participants consider ethical frameworks (e.g., individual ethical competency, organizational system as an ethical agent) in organizational decision-making. **Senior standing.**

FINANCE (FIN)

101. Personal/Family Finance

3 credits

This course provides students with the knowledge and tools necessary to make informed financial decisions. The course addresses the principles and practices of budgeting, cash and credit management, purchase decisions, insurance planning, investment management and retirement and estate planning. *No background in Accounting or Finance is required.* **Open to all students regardless of their major.**

201. Principles of Finance

3 credits

A fundamental course in finance. The course provides students with an overview of financial institutions and markets, investments and corporate finance. Students will learn about the importance of and role that financial markets play in the economy; the Federal Reserve System; risk and return; stocks bonds and mutual funds and fundamental corporate finance concepts. The course addresses current economic, financial and investment issues and features spreadsheet modeling.

310. Investments

3 credits

This course provides students with the knowledge and tools necessary to make sound investment decisions. Students will learn about the securities markets and how they function; how to place trades; how to establish investment objectives and policies; the characteristics and risks of various investment securities, including common stocks, preferred stocks, fixed income securities, money-market instruments and mutual funds and their roles in an investment portfolio; and how to construct and manage an investment portfolio. The course emphasizes the fundamental analysis of common stocks, which focuses on analyzing and understanding businesses and the factors that contribute to their growth, profitability, financial condition and competitive position. The course features spreadsheet modeling.

311. Corporate Financial Management

3 credits

This course examines issues and policies pertaining to the financial management of the corporation, including working capital management, capital structure and capital budgeting. The course also addresses current issues in corporate finance. The course features spreadsheet modeling.

410. International Finance (ECN 410, POL 410)

3 credits

An introduction to international trade and international financial markets. The trade component covers comparative advantage, tariffs, and the benefits and costs of increasingly open global trade. The markets component covers topics on balance of payments, foreign currency markets, hedging with forwards, futures and options, and special considerations for businesses conducting international trade.

411. Financial Statement Analysis**3 credits**

This course focuses on analysis and interpretation of corporate financial statements, including the balance sheet, income statement and statement of cash flows. Students will analyze their financial statements to assess a corporation's financial strength, profitability and cash flow. Various accounting concepts, including revenue and expense recognition, asset valuation, accounting for liabilities, debt and equity financing and off-balance sheet items, among others, are addressed. The course features case studies and spreadsheet modeling. **Junior or Senior standing.**

421. Special Topics in Finance**3 credits**

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in finance. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

436. Public Finance (ECN 436)**3 credits**

A study of the principles and problems associated with government finance and its impact on individuals' and firms' incentives and behavior. This includes an analysis of government revenues and expenditures, and policies concerning government budgets, taxes, debt, subsidies, and transfer programs. **Prerequisite: ECN 201.**

MANAGEMENT (MGT)**101. Principles of Management****3 credits**

The purpose of this course is to present a carefully organized system of concepts by which the basic meaning and the universal principles of management can be grasped. This course is limited to a treatment of that body of fundamental principles that underlies all management regardless of type or size of business. A study of the structure of industry in the U.S., the objectives and means of a business enterprise, the functions of business, the environment of a business, the purpose and methods of management, administrative decision making and functions of management.

309. Human Resource Management**3 credits**

This is an introductory course for learning the skills needed to effectively manage people in an organization. Human resources are one of the largest assets of an organization and can lead to a competitive advantage, if managed properly and in conjunction with the overall strategy and mission of the organization.

312. International Business**3 credits**

A study of comparative management and marketing practices from around the world. The student examines management and marketing policies, practices and techniques in a multinational market. Topics include foreign exchange, formulation of national trade policies, the role of culture and strategies for entering foreign markets. **Junior or senior standing required.**

313. Entrepreneurship**3 credits**

This course is aimed at the student interested in starting and operating his or her own small business. It will emphasize those problem areas axiomatic of small enterprises rather than large corporations. Materials, films and lectures from the Small Business Administration will be used extensively. **Prerequisite: ACC 101 or FIN 201, and MGT 101 and MKT 102.**

321. Benefits and Compensation**3 credits**

This course is an in-depth examination of pay and benefit theories and practices. This course analyzes job evaluation techniques, salary surveys, individual and group performance-based pay, as well as insurance and pension plan administration. The challenge of developing, maintaining and managing benefits and compensation plans is a critical and costly function of business.

322. Human Resource Management Practicum**3 credits**

This capstone course is developed for the purpose of affording the student hands-on training, while under the supervision of professionals. The student will work in the field and report weekly to the supervising professor. A major paper will be submitted analyzing the experience.

409. Operations Management**3 credits**

A study of the fundamentals of the functional areas in production/operations. The study includes the decision making process as related to product planning, demand, forecasting, production/inventory, quality control and improvement, and productivity. The essentials of quantitative analysis will be employed to facilitate decision making. **Prerequisite: ECN 210.**

411. Organizational Behavior**3 credits**

A course to study the impact of how groups and individuals respond to and act in organizations and how organizations manage their environments. Topics include motivation, leadership, decision making, effective work groups, power politics and conflict and organizational change. **Senior standing only.**

421. Special Topics in Management**3 credits**

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in management. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

MARKETING (MKT)

102. Principles of Marketing

3 credits

A study of the structure and process of marketing with emphasis upon the manner in which marketing distributes economic resources and stimulates demand. Consumer, industrial and government markets are analyzed and the resources of the economy are reviewed from the standpoint of the marketing problems they present. The organization of marketing is described with special attention devoted to channels of distribution and the various types of retailers and wholesalers. Descriptive cases and commodity analyses are used throughout the course.

310. Advertisement and Promotion

3 credits

One of the marketing mix elements is promotion or marketing communications. This course studies the effects of promotion or marketing communications upon sales and society from the managerial and behavioral perspectives. The course will examine management of the advertising, promotional planning and budgeting, media selection, assessment of advertising and promotion campaign, and environmental forces influencing the promotion of management. **Prerequisite: MKT 102.**

312. E-Business

3 credits

The Internet is a communication, distribution, and exchange medium that is having a dramatic impact on marketing. This course is designed to cover the integral parts of marketing and the relation to e-commerce, e-business, e-collaboration, and e-strategy. The course will engage in e-business activities and will provide students with an opportunity to explore the challenges of starting and maintaining an e-commerce business.

322. Sports Marketing and Promotions (SPM 322)

3 credits

This course applies important marketing and promotions principles and concepts to the business of sports and sports organizations. It addresses the need to define both the sport consumer and the sport product, as well as coverage of sport advertising, sport promotion, and research in sport marketing. **Prerequisite: MKT 102.**

410. Marketing Research

3 credits

The use of scientific methods by business in gathering and utilizing marketing data in the efficient selling of merchandise. An analysis of selling, price and product problems that market research may assist in solving; research questionnaire building and methods of sampling; a survey of problems that a division of marketing is likely to face; analysis of markets through company records, published sources and original investigation. **Prerequisite: ECN 210 and MKT 102.**

412. Sales and Marketing Management**3 credits**

A study of the marketing problems of the firm approached from a management point of view. Emphasis is placed on the development of the student's ability to analyze marketing situations, identify problems, determine solutions, implement corrective action, and plan strategy. The student learns how the marketing management functions of merchandising, channel selection, determination of brand policy and price policy, sales promotion, advertising and personal selling integrate to produce an effective marketing program. **Prerequisite: MKT 310 and MKT 410 or faculty approval.**

421. Special Topics in Marketing**3 credits**

Offered as needed, this course allows the business faculty to cover special topics of interest or to address developing issues in marketing. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.



Student researching the library databases.

CHEMISTRY

The courses offered by the Department of Chemistry are designed for the student to attain: 1) knowledge and understanding of the basic concepts of chemistry, basic instrumentation, and analytic and synthetic methods used in chemistry; 2) knowledge and use of safety procedures and respect for hazardous chemicals and their interaction with the environment; 3) skills in problem-solving, accessing and organizing information, and communicating as a science professional; and 4) an appreciation of the importance of the field of chemistry in today's society.

Since these objectives are all included to some degree in every course, majors in other areas of science, education, and nursing, as well as chemistry, will be adequately prepared in terms of the supportive knowledge and skills needed for their respective areas of study.

MAJOR IN CHEMISTRY (52 credits)

REQUIRED: 14 courses (48 credits)

CHM 121 & 122 General Chem I & II

CHM 233 & 234 Organic Chem I & II

CHM 246 Quantitative Analysis

ESS 121 General Physics I

ESS 122 General Physics II

CHM 367 & 368 Physical Chem I & II

CHM 440 Instr Methods of Analysis

CHM 455 Research in Chem

CHM 460 Seminar in Chem

MTH 125 Calculus I

MTH 126 Calculus II

ELECTIVES: Any 4 credits in Chemistry.

MINOR IN CHEMISTRY (18 credits)

REQUIRED: 2 courses (8 credits)

CHM 121 & 122 General Chem I & II

ELECTIVES: Any 10 credits in Chemistry except CHM 101, 255, and 455
(CHM 246 is strongly recommended).

Any course stated to be a prerequisite must be completed with a grade of C- or better.

Note that CHM 350, 367, 368, 380, 440, and 460 are offered on an every-other year basis. It is the student's responsibility to determine which of these courses are to be offered during their junior and senior years. Further, it is essential that chemistry majors complete CHM 246 and their calculus and physics requirements by the end of the sophomore year.

COURSE DESCRIPTIONS

101. Introduction to General Chemistry

3 credits

This is an introduction to general chemistry and may serve as a preparation for students to take CHM 121. It covers topics in general chemistry including metric conversions, atomic structure, bonding, chemical and physical changes, gases, solutions, acids and bases. **Prerequisite:** high school chemistry.

121. General Chemistry I**4 credits**

This course combines the basic concepts of chemistry with practical application of these concepts in the laboratory. It is intended to build upon a foundation of high school chemistry. **Prerequisite:** high school chemistry.

122. General Chemistry II**4 credits**

This course is a continuation of Chemistry 121 or an equivalent. **Prerequisite:** CHM 121.

233. Organic Chemistry I**4 credits**

A study of the structure, naming, properties, and reactions of aliphatic and aromatic hydrocarbons. The material presented in the lecture will be supplemented by application studies in the laboratory with representative compounds. **Prerequisite:** CHM 122.

234. Organic Chemistry II**4 credits**

A study of the structure, naming, properties, and reactions of the functional groups of organic compounds. A study of these properties and reactions will be directed in the laboratory where spectroscopic methods will also be introduced. **Prereq:** CHM 233.

246. Quantitative Analysis**4 credits**

A study of the theoretical principles upon which analytical methods are based. Included are a survey of the field of analytical chemistry and a detailed investigation of the standard methods. Volumetric, gravimetric and electroanalytical experiments are carried out in the laboratory. **Prerequisite:** CHM 122.

255. Independent Study**1-3 credits****350. Inorganic Chemistry****2 credits**

This course provides an introduction to the foundations of inorganic chemistry, including topics in Coordination Chemistry, Organometallic Chemistry and Bioinorganic Chemistry. Emphasis will be given to the understanding of topics including the 18-electron rule, ligands, geometric isomers, oxidative addition and reductive elimination reactions, and Ligand Field Theory. **Prerequisite:** CHM 234.

367. Physical Chemistry I**4 credits**

A fundamental course based on the principles of physical chemistry. The role of energy in chemical reactions is treated both from the descriptive and the analytical viewpoints. **Prerequisites:** CHM 246, MTH 126, and ESS 122.

368. Physical Chemistry II**4 credits**

A continuation of Chemistry 367. This course emphasizes atomic and molecular structure and reaction dynamics. **Prerequisite:** CHM 367.

379. Biochemistry (BIO 379)**4 credits**

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids, and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzyme systems and a study of intermediary metabolism and its control mechanisms are included. Laboratory.

Prerequisite: BIO 111, 112 and CHM 233 (CHM 234 preferred).

380. Introduction to Medicinal Chemistry**3 credits**

This course is an introduction to the chemistry of medicinal substances. Emphasis is given to structural features of these substances and how they interact with body tissues. Coverage also includes dosage forms and drug metabolism. **Prerequisite:** CHM 234.

440. Instrumental Methods of Analysis**4 credits**

A study of the principles of chemistry underlying the use of instruments in analysis and a survey of the field. The laboratory work consists of analyses carried out with representative instruments. **Prerequisite:** CHM 246.

455. Research in Chemistry**1-2 credits**

This is an individual research project on some special problems in chemistry. The student makes a thorough search of the literature and carries out the experiments needed to reach a conclusion. Progress reports are made and discussed with the faculty director. Can be repeated. **Prerequisite:** consent of instructor.

458. Topics: Chemistry**1-3 credits****460. Seminar in Chemistry****1 credit**

A seminar which focuses on chemical literature and careers in chemistry and related fields. Students will conduct literature research and present their results in writing and orally to the students and faculty of the department. Discussion topics include literature usage, writing in chemistry, professional ethics and research honesty, career exploration, job searching, resumes, and interviewing. Students may propose relevant topics for discussion. **Junior or senior standing required.**



*Students
working in the
chemistry lab.*

COMMUNICATION

Students are encouraged to practice essential personal and professional development skills throughout their academic career at Saint Joseph’s College. Such skills include adept logical thinking, development of critical thinking skills, clear and compelling writing, and confident presentation of self. In this endeavor, a major in Communication is offered. Students may choose this as their primary focus, electing to take classes with instruction in the discipline, theory and practice of communication, including classes from areas of media and theatre.

Students may choose to pursue the theatre emphasis. Coupling an understanding of human communication with performance and production skills, theatre as a track is truly a liberal and liberating art. This commitment to developing specific talents is combined with Saint Joseph’s nationally recognized Core Education Program to offer the budding artist access to an important commodity; a world of ideas to draw from in the development of the artist.

Completion of either of the student’s chosen emphasis area will find a graduate well versed in thinking, speaking, and writing skills who is well prepared for a variety of employment opportunities or graduate studies in either Communication or Theatre.

Students focusing on the Communication emphasis or the Theatre emphasis may minor in Digital Media & Journalism. Students from all disciplines are invited to participate in theatre productions and other co-curricular activities such as the annual speech contest.

MAJOR IN COMMUNICATION

Emphasis areas: Communication or Theatre Arts

REQUIRED COURSES FOR BOTH EMPHASIS AREAS: Three courses (9 credits)

- 110 Introduction to Communication
- 114 Public Speaking
- 463 Senior Seminar

Communication emphasis: Required Courses (15 credits)

- COM 353 Survey of Rhetorical Theory
- 3 credits from DMJ 117, 118, or 119
- 3 credits from COM 222 or 224
- Any Additional 12 credits in COM
- 3 credits from COM 115 or 116
- 3 credits from COM 243 or 323

Theatre emphasis: Required courses (18 credits)

- COM 116 Acting
- ENG 122 Intro to Drama
- 3 credits from DMJ 117, 118 or 119
- 3 credits from COM 222, 224, 243
- Any Additional 9 hours in COM
- COM 225 Play Production
- COM 336 Play Direction

MINOR IN COMMUNICATION (18 credits)

REQUIRED: Two courses (6 credits)

110 Introduction to Communication

114 Public Speaking

Choose any additional 12 credits from COM, or 9 credits from COM and 3 credits from DMJ.

MINOR IN THEATRE ARTS (18 credits)

REQUIRED: 9 credits

115 Intro to Theatre

116 Acting

225 Play Production

Choose 9 credits from any Theatre courses, ENG 122 Intro to Drama or ENG 350 Shakespeare.

COURSE DESCRIPTIONS**105. Theatre Laboratory****1 credit**

Applied practice in theatre. Participation in all phases of theatre activity and performance. This course may be taken up to three times. **Prerequisite: consent of instructor.**

110. Introduction to Communication**3 credits**

This course will introduce the student to all facets of study within the communication discipline. Specifically, this course will survey various types of communication including intrapersonal, interpersonal, nonverbal, small group, intercultural, and cross-cultural communication, rhetoric, public speaking, mass communication, computer-mediated communication, and specialized areas such as health, family, and business communication.

114. Public Speaking**3 credits**

A study of the types and modes of public address. Practice in speech preparation and presentation. The student delivers between five to eight speeches during the semester.

115. Introduction to Theatre**3 credits**

This course is designed to help students achieve a better appreciation of the theatre arts and to help them to understand better the role of the arts in society. Topics include the nature of art, the role of the playwright, director, actor, designers, and audience, major movements in theatre history and philosophy, and types and forms of drama.

116. Acting**3 credits**

A basic course for the beginning actor. Emphasis placed on body movement, use of the voice, stage directions, characterization, dramatization, emotional recall and vocal interpretation of the play script. The student will present scenes and short acts in class for critical purposes and have the opportunity for participation in College productions.

222. Group Discussion**3 credits**

The content and methodology of participation and leadership in group problem-solving activities. **Prerequisite: Core 1.**

223. Theatre History I: Beginnings to 1875**3 credits**

A survey of the forms and conventions of all phases of theatre (writing, performance, design, etc.) from Classical Greek to the Modern era.

224. Interpersonal Communication**3 credits**

The study of communication as a method and process of exchanging meaning on both the interpersonal and intrapersonal levels of information; the analysis and application of structured and unstructured systems of communications. **Prerequisite: Core 1.**

225. Play Production**3 credits**

A study and application of the technical aspects of play production as they relate to the theatre. Practice in making a prompt book, stage lighting, scene design, set construction, and costuming. Participation in student productions is required. **Prerequisite: Core 1.**

226. Theatre History II: 1875 to Contemporary**3 credits**

A survey of the forms and conventions of all phases of theatre (writing, performance, design, etc.) from Modern to the contemporary era.

234. Improvisation**3 credits**

A course in the fundamentals of the art of improvisation with emphasis on skill development in the areas of performance (both games and long form) and use as a rehearsal tool for actors. Emphasis will also be placed on freeing and developing the creative imagination.

243. Persuasion**3 credits**

Critical evaluation of the major principles and techniques of persuasion as they relate to public address and informal discussion. **Prerequisite: Core 2.**

255. Independent Study**1-3 credits****260. Topics in Communication****3 credits**

This course is flexible in content with its focus determined by student and faculty interest, current trends, and departmental needs.

260. Topics in Theatre**3 credits**

This course is flexible in content with its focus determined by student and faculty interest and current trends in theatre. Examples of possible topics include stage lighting, specific eras, and design styles such as romantic theatre, Greek and Roman theatre, or non-western theatre practices.

323. Argumentation and Debate (POL 323)**3 credits**

The study of argumentation techniques used in formal and content debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues. **Prerequisite:** Core 4.

335. Advanced Acting**3 credits**

Advanced, intensive scene study for students with previous acting training.
Prerequisite: COM 116 and Core 3.

336. Play Direction**3 credits**

An introduction to the craft of directing plays. The course will focus on script analysis, composition and blocking, developing a production concept, casting, rehearsal management and communication with actors and designers. **Prerequisite:** COM 116 or 225 and Core 3.

342. Intercultural Communication**3 credits**

This course is based on the idea that a culture's communication reflects the beliefs, attitudes and values of that culture. The reverse is also true, that the communication influences the culture. "Culture" is defined broadly to include nationality, ethnic background, gender, age, and other groups. The course focuses on the communication between two or more people of different cultures, examining verbal and nonverbal codes, world view, belief-attitude-value structures, and perceived intention of the communicators. **Prerequisite:** Core 4.

344. Organizational Communication**3 credits**

An overview of the process of communication within organizations. Specifically, attention will be given to the functional and cultural perspectives of organizational communication. Course content includes a discussion of informational flow, vertical and horizontal communication, linking pins, communication climate, systems theory, storytelling, and communication audits. Emphasis is placed on understanding the theoretical principles and applying them to common organizational situations.
Prerequisite: Core 2.

352. Public Relations**3 credits**

This is an introductory course designed to provide an overview of the theoretical and practical foundations of public relations. Included is a discussion of organizational attitudes, public opinion, research, persuasive strategies, and image formation. In addition, students are exposed to the concepts of campaign construction, audience selection, media placement, and evaluation. A final project requires a synthesis of ideas into a comprehensive public relations campaign.

353. Survey of Rhetorical Theory**3 credits**

This course is a broad survey of rhetorical theory from the early Sophists to modern rhetoricians. Rhetorical theory will be examined, considering how it has been conceptualized and practiced throughout recorded time. **Prerequisite: Core 4 and COM 110.**

360. Topics in Communication**3 credits****360. Topics in Theatre****3 credits**

This course is flexible in content with its focus determined by student and faculty interest and current trends in theatre. Examples of possible topics include stage lighting, specific eras, and design styles such as romantic theatre, Greek and Roman theatre, or non-western theatre practices. **Prerequisite: THR 334 or consent of instructor.**

461. Practicum in Theatre**3 credits**

Applied practice in theatre. Students working in theatre participate in stagecraft, production, or direction of theatre productions. **Prerequisite: Core 8 and consent of instructor.**

463. Senior Seminar**3 credits**

A seminar for seniors who will graduate in the area of theatre. Each senior will be required to undertake a project recommended and approved by a professor in theatre. The project, which may take many forms, must demonstrate the student's mastery and expertise in the area of theatre. **Prerequisite: Senior status, consent of instructor and Core 8.**

490. Internship**3-9 credits**

Available to qualified students. Participants will work in College-approved off-campus internship programs to demonstrate and build upon student's communication skills with applied practical experience, such as in organizations, intercultural settings, theatres, or theatre related business. **Prerequisite: Core 4 and consent of instructor.**



Students perform in stage production of Laura.

COMPUTER SCIENCE

The discipline of computer science involves the study of algorithmic processes that describe and transform information, encompassing theory, analysis, design, efficiency, implementation, and application. The principal subject areas in computer science include algorithms and data structures, architecture, artificial intelligence and robotics, database and information retrieval, human-computer communication, numerical and symbolic computation, operating systems, programming languages, and software methodology and engineering.

The Department offers two major concentrations, Computer Science and Information Systems, and a minor in Computer Science. The programs are designed and regularly updated to develop the student's creative yet disciplined problem-solving abilities, to expose the student to current developments in the rapidly evolving field of computer science, and to develop understanding of the social and professional context of the field.

MAJOR IN COMPUTER SCIENCE (45 credits)

REQUIRED: 11 courses (33 credits)

CMP 111 & 112 Computer Science	CMP 336 Org of Prog Lang
CMP 221 Data Structures	CMP 344 Design & Analysis
CMP 222 Object-Oriented Prog	CMP 343 Software Engineering
CMP 333 Operating Systems	MTH 122 Discrete Mathematics
CMP 334 Computer Comm & Networking	MTH 125 Calculus I

ELECTIVES: Any 9 credits in CMP from 110 and above and 3 additional credits from MTH 126 and above.

CONCENTRATION IN INFORMATION SYSTEMS (45 credits)

REQUIRED: 11 courses (33 credits)

CMP 111 & 112 Computer Science	CMP 334 Comp Comm & Networking
CMP 221 Data Structures	CMP 340 Information Systems
CMP 222 Object-Oriented Prog	CMP 341 Database Concepts
CMP 231 Apps Programming	CMP 343 Software Engineering
CMP 333 Operating Systems	MTH 122 Discrete Mathematics

ELECTIVES: Any 6 credits in Math & 6 credits in Computer Science from CMP 110 and above (MTH 125 recommended).

NOTES: Students majoring in Computer Science and Information Systems are required to complete a project in Software Engineering. This project must be presented to the Computer Science faculty and accepted by the faculty prior to graduation.

Any course stated to be a prerequisite must be completed with a grade of C- or better, or student must obtain consent of the department.

MINOR IN COMPUTER SCIENCE (18 credits)

REQUIRED: 3 courses (9 credits)

111 & 112 Computer Science I & II

221 Data Structures

Choose: Any 3 courses (9 credits) from Computer Science.

COURSE DESCRIPTIONS**110. Overview of Computer Science****1 credit**

This course is designed to give the student a broad overview of the rich and diverse field of computer science. The following topics that may be covered in this class are: historical overview, programming, networks and communications, artificial intelligence and robotics, computer hardware, parallel processing, information systems, ergonomics, windowing environments, ethical issues, impact of computers on society, and careers within the discipline.

111. Computer Science I**3 credits**

This introduction to programming follows a bottom-up methodology. Representation of data in binary, transistors, gates, combinatorial circuits, memory, registers, and elementary processing logic are presented. Basic elements of low-level program design, testing, and debugging are presented, using a low-level microprocessor emulator. Introductory programming constructs and data structures will be introduced. Hands-on experience with a variety of computer hardware is gained in a weekly lab.

112. Computer Science II**3 credits**

This course builds upon CMP 111, refining programming skills and introducing high-level concepts using a modern structured programming language. Functions, parameters, scope, and control structures will be introduced. Basic data structures, pointers, file representation, and records are covered, as well as fundamental algorithms for sorting, searching, recursion, and advanced input and output. Emphasis on students gaining real-world programming experience. Includes a weekly laboratory. **Prerequisite: CMP 111.**

221. Data Structures**3 credits**

This course covers data structures and algorithms. Topics covered include data structures, data abstraction and object-oriented design, and algorithm analysis. The design and implementation of lists, stacks, queues, trees, and graphs as well as searching, sorting, and merging algorithms are covered. Issues in memory and storage management are investigated. **Prerequisite: CMP 112.**

222. Object-Oriented Programming**3 credits**

This course is intended to introduce students to the object-oriented (OO) programming paradigm. It will focus on important OO principles such as encapsulation, inheritance, and polymorphism. Students will delve into common design patterns of object-oriented code, focusing on the issues of proper design and reuse. The course will make use of a modern object-oriented programming language and an object-oriented modeling language. **Prerequisite: CMP 112.**

226. Advanced Computer Applications**3 credits**

This course provides the student with the opportunity to apply computer software packages to appropriate projects. Software packages may include spreadsheets, graphics, database management, desktop publishing, communications and project management. The emphasis will be on applying the software packages to the management of information and problem solving in business. **Prerequisite: CMP 111 or consent of instructor.**

231. Applications Programming**3 credits**

This course presents principles of business information systems programming. Emphasis on file-handling, including sequential and random access files, and database programming. **Prerequisite: CMP 112.**

237. Selected Computer Language**1-3 credits**

A computer language is studied in this course. A focus is on developing applications which make use of the paradigms supported by the language. **Prerequisite: CMP 111 and sophomore standing or consent of instructor.**

249. Computer Graphics**3 credits**

Interactive computer graphics techniques, graphics primitives, transformations, segments, windowing, clipping, three-dimensional graphics. **Prerequisites: CMP 112 and MTH 125.**

255. Independent Study**1-3 credits**

All proposals for independent study which are intended to count towards a major or minor in Computer Science must be approved by the instructor who must be a member of the Computer Science Department. In addition, the results of the study must be presented to the Computer Science Department. **Prerequisite: consent of instructor.**

333. Operating Systems**3 credits**

This course examines the design and implementation of computer operating systems, which are the programs that act as resource managers in computer systems. Topics include fundamentals of processes and timesharing, primary and secondary storage management, input/output processing and user-machine interfacing.

Prerequisite: CMP 221.

334. Computer Communications and Networking**3 credits**

This course will examine principles and practices used to effect communications between computers, hardware devices, and other computers. Included will be examination of ports, communications servers, serial, parallel, local area and wide-area networks, Ethernet, and the TCP/IP protocol. **Prerequisite: CMP 333.**

336. Organization of Programming Languages**3 credits**

This is an applied course in programming language constructs emphasizing the run-time behavior of programs. Topics include data types and structures, control structures and data flow, subroutines, recursion, dynamic storage allocation, and formal language concepts. **Prerequisite: CMP 221.**

340. Information Systems**3 credits**

This course provides background by defining and explaining technical, behavioral, economical, and organizational concepts relevant to information needs for decision making. The student is introduced to financial, technical, and strategic-planning information systems. The design, planning, organizing, and controlling of user services, and the management of systems are key elements of the course. **Prerequisite: CMP 111 and Junior standing.**

341. Database Concepts**3 credits**

This course introduces logical and physical data structures, database design, design objectives, commercial database management systems, and database administration. Relational and object models are introduced along with such concepts as query languages, data dictionaries, and distributed networks. **Prerequisite: CMP 221.**

343. Software Engineering**3 credits**

This course presents a formal approach to state-of-the-art techniques in software design and development. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a large software project. **Prerequisite: CMP 221.**

344. Design and Analysis of Computer Algorithms**3 credits**

This course covers the theory, design, implementation, and analysis of algorithms in depth. Topics covered include: methods of algorithm analysis and verification; algorithmic strategies such as divide and conquer, dynamic programming, and backtracking; complexity classes; sorting, searching, and pattern matching; graph and tree processing; optimization algorithms; theory of computability and undecidability; and parallel and distributed algorithms. **Prerequisite: CMP 221.**

349. Topics in Computer Science**3 credits**

This course investigates one or more current topics in the field of computer science. **Prerequisite: CMP 221 and Junior standing.**

390. Computer Science Internship**3-9 credits**

Students who qualify may be placed with a company according to availability of internship positions and college regulations. Consult the department chair for requirements.

439. Numerical Analysis (MTH 439)**3 credits**

This course develops algorithms involving iteration to approximate solutions to various kinds of problems. It studies finite differences, interpolating polynomials for numerical differentiation and integration, as well as the solution of equations and differential equations. The hand calculator and personal computer are the normal tools for this course. **Prerequisites: MTH 126 or consent of instructor.**

CRIMINAL JUSTICE

The Department of Sociology offers a major in criminal justice for those interested in pursuing careers in law enforcement, prevention of crime, rehabilitation of criminals and criminal law. The program is essentially humanistic and based on the assumption that both individuals and institutions are responsible for their behavior. Two characteristics distinguish this approach: 1) it is scientific in studying phenomena; 2) it studies phenomena as human interaction.

Criminal Justice is an interdisciplinary field, so this program includes courses in a variety of disciplines: some designated as criminal justice, sociology, political science and psychology. This major is designed to prepare students for immediate employment or for continuing education on the graduate level. Employment as law enforcement officers, probation officers, practitioners in preventive or rehabilitative work, and the practice of law are careers that criminal justice majors might pursue.

MAJOR IN CRIMINAL JUSTICE (36 credits)

REQUIRED: 10 courses (30 credits)

SOC 111 Intro Sociology	SOC 223 Research Methods
CJ/SOC 113 Intro Criminal Justice	CJ/SOC 333 Corrections
SOC 114 Social Problems	CJ/SOC 334 Law Enforcement in America
CJ/SOC 117 Juvenile Justice	CJ/SOC 446 Criminal Law
CJ/SOC 220 Criminology	SOC 447 Law and Society

Choose 6 credits from:

SOC 227 Race and Ethnicity	BIO 218 Intro to Forensic Science
SOC 302 Political Sociology	CJ/SOC 332 Crime Prevention
SOC 442 Urban Community	POL 404 Constitutional Law: Bill of Rights

MINOR IN CRIMINAL JUSTICE (18 credits)

REQUIRED: 4 courses (12 credits)

SOC 111 Intro to Sociology	SOC 114 Social Problems
CJ/SOC 113 Intro Criminal Justice	CJ/SOC 220 Criminology

Choose 3 credits:

SOC 227 Race and Ethnicity	SOC/PSY 119 Marriage and Family
CJ/SOC 117 Juvenile Justice	SOC 302 Political Sociology
	SOC 442 Urban Community

Choose 3 credits from:

CJ/SOC 332 Crime Prevention	POL 404 Const Law: Bill of Rights
CJ/SOC 333 Corrections	CJ/SOC 446 Criminal Law

COURSE DESCRIPTIONS

113. Introduction to Criminal Justice (SOC 113)

3 credits

This course offers students an overview of the entire field of criminal justice. Students are introduced to: elements of criminal law, profiles of offenders, profiles of victims of crime, the prevalence of crime, the enforcers of law, and the punishment of criminals. The course also includes information about the prevention of criminal activity.

117. Juvenile Justice (SOC 117)

3 credits

This course involves a study of the juvenile justice system. Areas of focus include: types of offenders, the extent of the juvenile delinquency problem, historical developments in the handling of juvenile offenders, and the current structure, objectives, responsibilities, and functions of the juvenile justice system.

220. Criminology (SOC 220)

3 credits

Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of criminal control and rehabilitation. **Prerequisite:** CJ/SOC 113.

301. Exploring White-Collar Crime (SOC 301)

3 credits

This course covers the definitions, causal theories, and prevalence and enforcement/regulation of various white-collar crimes. Topics include, but not limited to: crimes against consumers, the environment, corporate and other fiduciary fraud, crimes by the state, and in the medical and other professions.

332. Crime Prevention (SOC 332)

3 credits

This course emphasizes the prevention of criminal activity. This includes strategies to help prevent oneself from becoming a victim, and to protect one's property. Students learn about a variety of crime prevention programs used by police from all over the country. Special emphasis will focus on identifying problems, stopping criminal activity, and preventing future criminal activity. **Prerequisite:** CJ/SOC 220.

333. Corrections (SOC 333)

3 credits

This course focuses on institutions of corrections, particularly jails and prisons. It includes the changing nature of institutions of incarceration, and current problems faced by wardens, guards, and inmates, and on the changing nature of the inmate population. Attention will also be given to alternatives to incarceration. **Prerequisite:** CJ/SOC 220.

334. Law Enforcement in America (SOC 334)

3 credits

This course surveys the nature, structure and current state of the profession of formal social control agencies in the United States. Students explore the operation of law enforcement at the local, state, and federal levels, as well as specialized policing agencies such as private police, railroad police, airport police, and sea port police. A significant amount of time will be spent on current topics in policing, such as racially biased policing, police corruption and misconduct, public cooperation, public perception of police, police administration and police and news media. **Junior/Seniors only.**

357. Firearms Identification**3 credits**

Students will be taught nomenclature, safety, safe handling, and legal issues of the five major classes of small arms. Lectures will include: firearms and the law from the local prosecutor's office; training on hunter safety by local conservation officer (if examination is passed, student will qualify for Indiana hunting license); time on one of four (in Indiana) bullet comparison microscopes at Purdue; research experiments on forensic aspects of firearms. Upon successful completion of the course, CJ, forensic, and students interested in learning about firearms will be able to recognize, operate, and make safe literally hundreds of different makes, models, a types of small arms.

446. Criminal Law (SOC 446)**3 credits**

Criminal law is the body of law defining crimes. Cases and statutes describing the essential elements of substantial criminal law will be analyzed. Crimes prohibited by Acts of Congress and triable in federal court as well as those prohibited under state law and triable in state courts will be among the topics studied. **Juniors/Seniors only.**



The SJC chorus performs in a church in Rome.

DIGITAL MEDIA & JOURNALISM

Students of Digital Media & Journalism examine how humans create messages using electronic symbols, and spread these messages to a large, scattered, heterogeneous audience. By applying this definition of Digital Media & Journalism to their coursework in college, students are given the fundamentals to critically assess and evaluate today's media environment.

Digital Media & Journalism courses at Saint Joseph's combine both theoretical and practical work, providing a firm grounding in the basics during the introductory courses, and building to allow for individual creativity and application during the senior year. Graduates are able to articulate ideas and adapt them to a variety of audiences using appropriate media, and to critically assess the messages of others. Understanding the role of responsible communication in media, and appreciating the collaborative process involved in media creation, are crucial to developing as an educated person in our society.

In addition to contributing to a solid liberal arts education, this major provides abilities crucial to any personal and professional success. Coursework in Digital Media & Journalism is excellent preparation for a variety of career choices (including radio and television broadcasting, audio and video production, broadcast journalism, public relations, marketing, and more, including advanced graduate study). By taking advantage of the many hands-on opportunities within the department, graduates in Digital Media & Journalism are often competitive for immediate employment in the industry.

MAJOR IN DIGITAL MEDIA & JOURNALISM (36 credits)

REQUIRED: (15 credits)

117 Intro to Mass Comm
210 Media Writing

358 Media Law & Ethics
463 Senior Seminar

Choose 3 credits from:

101 Newspaper Laboratory-Rptg	107 Radio Laboratory
102 Newspaper Laboratory-Layout & Des	108 Television Laboratory
103 Editing Laboratory- <i>Measure</i>	

DIGITAL PRODUCTION CONCENTRATION (21 credits)

REQUIRED (12 credits):

118 Audio Production
119 Video Production

347 Adv Audio Production
348 Adv Video Production

Choose 9 credits from:

220 Photojournalism	359 Hollywood Workshop
237 Broadcast Journalism	461 Practicum
238 Video Field Production	490 Internship
339 Scriptwriting	

DIGITAL JOURNALISM CONCENTRATION (21 credits)**REQUIRED (12 credits):**

105 Fund of Rptg & Editing
220 Photojournalism

310 Multi-Media Rptg
ART 237 Graphic Design

Choose 9 credits from:

118 Audio Production
119 Video Production
237 Broadcast Journalism

339 Scriptwriting
461 Practicum
490 Internship

ENG 224 Creative Wrtg: Non-Fiction

MINOR IN DIGITAL MEDIA (18 credits)**REQUIRED: (9 credits)**

117 Intro to Mass Comm
118 Basic Audio Production
119 Basic Video Production

Choose 9 credits from:

237 Broadcast Journalism
238 Video Field Production
339 Scriptwriting
347 Adv Audio Production

348 Adv Video Production
359 Hollywood Workshop
461 Practicum
490 Internship

MINOR IN JOURNALISM (20 credits)**REQUIRED (9 credits):**

105 Intro Newspaper Writing, Reporting & Editing
210 Media Writing
ENG 224 Creative Writing-Nonfiction

Choose 2 credits from:

101 Newspaper Laboratory-Rptg
102 Newspaper Laboratory-Layout & Des

103 Editing Laboratory-*Measure*

Choose 6 credits from:

117 Intro to Mass Comm
220 Photojournalism

237 Broadcast Journalism
310 Multi-Media Rptg

Choose 3 credits from:

358 Media Law & Ethics
490 Internship

ART 237 Graphic Design

COURSE DESCRIPTIONS

101. Newspaper Laboratory—Reporting

1 credit

Applied practice in newspaper reporting and editing for *The Observer*. (May be taken twice.)

102. Newspaper Laboratory—Layout and Design

1 credit

Applied practice in layout and design as a page editor or assistant editor for *The Observer*. (May be taken twice.)

103. Editing Laboratory—Measure

1 credit

Applied practice in editing the student creative arts magazine, *Measure*. (May be taken twice.)

105. Introduction to Newspaper Writing, Reporting, & Editing

3 credits

Practice in news style writing, gathering information, and editing for publication. Major emphasis on style manuals and grammar, plus discussion of feature, column and editorial writing styles as they pertain to the College's bi-weekly newspaper.

106. Basic Design for Newspapers and Other Publications

3 credits

Practice in type selection, copyfitting, photo and illustration selection and use, paste-up skills and printing processes, plus introduction to Adobe/Pagemaker desktop publishing in connection with the College newspaper.

107. Radio Laboratory

1 credit

Applied practice in radio. Opportunity for work at WPUM-FM, the College radio station. This course may be taken up to three times. **Consent of instructor.**

108. Television Laboratory

1 credit

Applied practice in television production. Opportunity to work for WPUM-TV6, the College television studio. This course may be taken up to three times.

Consent of instructor.

117. Introduction to Mass Communication

3 credits

A study of the forms of communication involved in the mass media (print, radio, television and film). Basic theories of Message, Receiver, Channel, and Sender are applied in classroom exercises through oral reports, surveys and research. Required for Digital Media and Journalism majors and Journalism minors. **Prerequisite for DMJ 200-400 level classes.**

118. Basic Audio Production

3 credits

The study of contemporary audio production. The history of radio, programming and management, the nature of sound and radio, and operation of equipment will be studied. Practical projects include interviews, newscasts, music shows, commercials and public service announcements.

119. Basic Video Production**3 credits**

A study of the theoretical and practical application of video production. Emphasis placed on performance, use of equipment, and directing techniques. Practical projects include interviews, newscasts and demonstrations. Opportunity for special interest available in final project.

210. Media Writing**3 credits**

An introduction to various forms of writing in the digital media, including online, radio, television and print. Emphasis will be placed on the writing process, storytelling and application in legacy and emerging media.

220. Photojournalism (JRN 220)**3 credits**

A study of the use of cameras and photographs used in journalism. Planning, taking and editing news pictures; writing cutlines, and captions and the technique of the picture story are emphasized.

224. Creative Writing-Nonfiction (ENG 224)**3 credits**

The art and craft of creative (or literary) nonfiction in the memoir, the personal essay, biography and history, and writing about the writer's craft will be emphasized. In a workshop environment student work will be shared and critiqued. Works in the genres under discussion will also be read and critiqued.

231. Sports Information and Reporting (SPM 231)**3 credits**

The study of the process of reporting and coverage of live sporting events, including delivery, writing and play-by-play. The role of sports information staff as gatekeepers of information and responsibility to the press is explained.

237. Broadcast Journalism**3 credits**

The study of journalism in the electronic media, with emphasis on broadcast news writing, coverage and editing, problems and potentials. Practical projects include news reports in both radio and television, and a project involving the class in a 30-min. television newscast. **Prerequisite: DMJ 118 and 119.**

238. Video Field Production**3 credits**

This is a course focusing on the application of video production techniques to remote field production. Students study the decision-making process in determining location, camera placement, lighting, sound and environment for producing video outside the studio. Attention is paid to pre-production planning, storyboarding, production logs, post-production scheduling, and client relationships. Students will work with color video equipment and produce products using the single camera, film-style approach. **Prerequisite: DMJ 119.**

255. Independent Study**1-3 credits**

310. Multimedia Reporting**3 credits**

A course designed to add multi-platform news-gathering, writing, and editing to the skillset of students seeking a career in digital journalism. Emphasis placed on cross platform writing, process and storytelling.

320. Newspaper Editorial/Management Practices & Policies**3 credits**

A practical overview of professional practices and corresponding policies in the gathering, writing, and editing of news.

330. Journalism Ethics**3 credits**

A comprehensive study of legal and ethical considerations inherent to a free press in a free society. Case histories plus a series of guest speakers add depth and insight to a course that probes ethical codes and value systems in the mass news media. Special emphasis is given not only to how the press functions, but why it functions as it does.

339. Scriptwriting (ENG 339)**3 credits**

Non-performing course focusing on writing scripts for radio, television, and film. Students will develop materials for directors, actors, announcers and technicians. Comedy, drama, commercial announcements and film scripts will be covered. Opportunity for self-expression in final project.

347. Advanced Audio Production**3 credits**

There are two thrusts to this course: laboratory experience in advanced audio production techniques, and an examination of higher level issues and concepts associated with the radio industry. Production techniques covered include two-track audio production and editing, news production and editing, telephone-based production, and basic radio engineering. Among the issues and concepts discussed are contemporary topics addressed in trade publications, music research, ratings interpretation, programming trends, short-wave radio, propaganda, and the broadcaster's social responsibility. **Prerequisite: DMJ 118, Core 3, No Freshmen.**

348. Advanced Video Production**3 credits**

A production course dealing with advanced video production and directing techniques. Students' projects are based on advanced lighting principles, animated graphics and editing. Non-students projects will be edited on non-linear equipment. **Prerequisite: DMJ 119.**

354. Political Communication**3 credits**

An examination of the role of the media in politics. The course considers the role of the print, film, radio, and telecommunications media on the political system and the interaction of the political actors with the media. **Prerequisite: Core 2.**

358. Media Law**3 credits**

Study of the legal issues concerning the media including: statutes and regulations governing press, broadcast and films; analysis of defamation, libel, contempt, privacy, copyright, legal rights and privileges of the mass media. **Prerequisite: DMJ 117.**

359. Hollywood Workshop**3 credits**

The study of contemporary mass media in America. Students gain an inside look at the motion picture, television, and journalism industries by attending a one week "Media Workshops" Summer Seminar in Los Angeles, where they attend lectures, film screenings, television show tapings, and tour motion picture studios and production facilities. On campus students apply production principles by producing an original television program, which may include writing, promotions programming, and casting in addition to the actual production process. **Prerequisite: consent of the instructor.**

360. Topics in Digital Media and Journalism**3 credits**

This course is flexible in content with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include Media Sales, News Producing, History of American Film, Media Crisis Coverage, etc.

455. Independent Study**1-3 credits****461. Practicum in Digital Media and Journalism****3 credits**

Applied practice in radio or television. Students working in radio or television participate in projects in the College radio and TV studios. **Prerequisite: Core 8. Consent of instructor.**

463. Senior Seminar**3 credits**

A seminar for seniors who will graduate in the area of digital media and journalism. Each senior will be required to undertake a project recommended and approved by the professor in whose area of concentration the student has majored. The project, which may take many forms, must demonstrate the student's mastery and expertise in the area of concentration. **Prerequisite: Core 8. Senior status and consent of instructor.**

490. Internship in in Digital Media and Journalism**3-9 credits**

Available to qualified students. Participants will work in College-approved off-campus internship programs at radio stations, television studios, newspapers, or any media-related business. **Prerequisite: Core 4. Consent of instructor.**



SJC student finding some quiet time for study in the library.

EARTH AND SPACE SCIENCE

The department of Earth and Space Science offers minors in Earth and Space Science and Sustainability. Earth and Space Science courses focus on the study of natural phenomena on Earth and in the universe, including the relationship of humanity with these natural processes. All courses are interdisciplinary by nature, and faculty make significant efforts to link the specific topics to the larger picture. Tools from many areas of study are used in these investigations, including physics, geology, chemistry, biology, meteorology, sustainability, economics, and mathematics. Many of the courses include a component of field work or observation where substantial learning occurs outside of the classroom. Several professors teach in the department, each with a wide variety of experience that brings unique and interdisciplinary perspectives to the ESS minor.

A minor in Earth and Space Science includes courses in geology, sustainability, physics, astronomy, and environmental research methods. A student with a major in the Natural Sciences such as Biology or Chemistry and a minor in Earth and Space Science can work in environmentally related careers, or pursue graduate study in environmental topics. An ESS minor is a valuable addition to a resume for private sector or government jobs that place a high value on problem solving, field studies, sustainability, and technology.

The Sustainability minor is meant to provide students the knowledge and practical skills necessary to understand the relationships among the various pillars of sustainability: the environment, society, and the economy. Knowledge of these relationships is becoming increasingly valued by employers and will contribute to the development of the critical thinking and problem-solving skills. A minor in Sustainability makes it possible for students in any major to integrate economic, social and environmental concepts of sustainability into their coursework. Students will gain both a technical understanding of the challenges of sustainability and have opportunities to analyze issues and explore solutions. To ensure that the courses selected for the Sustainability minor meet the criteria listed below, a student should contact an advisor in the Earth and Space Science department to plan a course of study.

MINOR IN EARTH AND SPACE SCIENCE (18 credits)

REQUIRED: 2 courses (6 credits)

111 Environmental Geology 125 Astronomy

ELECTIVES: minimum 12 credits, selected from Earth and Space Science courses (ESS 121, 122, 126, 128, 132, 246, and 355).

MINOR IN SUSTAINABILITY (18 credits)

REQUIRED: 4 courses (12 credits)

ESS 128 Intro to Environmental Studies

ECN 200 Principles: Markets and Prices

or

ECN 201 Principles: Money and Income

ESS 355 Practicum in Sustainability

SOC 442 The Sustainable Community

ELECTIVES: 6 credits from the following, with at least 3 credits each from 2 of the 3 concentrations (The majority of elective courses must fall outside the major/minor.)

Sustainability and the Environment

BIO 111 General Biology I

BIO 233 Ecology*

BIO 246/ESS 246 Environ Research
Methods*

BIO 334 General Toxicology*

CHM 122 General Chemistry II*

CHM 234 Organic Chemistry II*

ESS 111 Environmental Geology

ESS 121 Physics I*

ESS 126 Intro to Atmosphere,
Climate, and Weather

ESS 132 Geog of Econ Resources

Sustainability and Economics

ECN 200 Prin of Mkt Prices

or

ECN 201 Prin of Money & Income

ECN 220 Intermediate Price Analysis

Sustainability and Society

ART 255 Independent Study

COM 360 Topics in Communication

ENG 330 Early American Lit

ENG 322 Nineteenth Century

REL 131 Intro to World Religion

**These courses have prerequisites.*

COURSE DESCRIPTIONS

111. Environmental Geology

3 credits

This course is a survey of physical geology from the perspective of human interaction with the environment. Topics covered in the two credits of weekly lectures include: Plate Tectonics, volcanoes, earthquakes, mountain building, the rock cycle, weathering and erosion, mass wasting, stream landscapes and flooding, wind processes, shoreline erosion and deposition. The weekly laboratory includes the study of typical rocks and minerals, topographic maps and survey systems, and an introduction to aerial photographic interpretation.

121. General Physics I: Mechanics and Heat

4 credits

This course is an introduction to classical physics. It covers Kinematics: force, motion, energy, momentum and rotational motion. It also treats fluids, heat, and sound. **Lab fee.**

Prerequisite: MTH 125, or permission of instructor.

122. General Physics II: Optics, Electricity and Atomic Structure

4 credits

This course is a sequel to Physics 121. It studies electricity and magnetism, light and optics, and it briefly sketches some selected topics in Modern Physics. **Lab fee.**

Prerequisite: ESS 121, MTH 125, or permission of instructor.

125. Astronomy

3 credits

A non-mathematical introduction to astronomy including the history of astronomy, the principal tools of astronomy, the determination of location using celestial bodies, and main features of the known universe. Also, there is an emphasis on the origin of planets, stars, and galaxies. **Offered irregularly.**

126. Introduction to the Atmosphere, Climate and Weather **3 credits**

A qualitative introduction to meteorology with lectures emphasizing the vertical structure of the atmosphere, clouds, air circulation and various atmospheric and weather processes, including severe weather. The laboratory introduces the fundamentals of meteorological observations and analysis techniques.

128. Environmental Studies **3 credits**

This course seeks to give the student a broad overview of this multidisciplinary subject. Topics covered include, but are not limited to: economics, politics, and ethical responsibility toward the environment, ecology, population issues, geological processes and resources, human impact on the environment. This course provides sufficient coverage to prepare an education major for teaching units dealing with environmental concerns. An integral part of the course is an independent literature search culminating in a short oral presentation given by each student near the end of the semester.

132. Geography of Economic Resources **3 credits**

A study of the principal economic and commercial regions of the Earth. The emphasis of the course is placed on agriculture, water resources, manufacturing, and extractive (mining) centers. The environmental impacts of resource use are given special consideration. Offered irregularly. **Prerequisite: ESS 111 is desirable, but not required.**

246. Environmental Research Methods (BIO 246) **3 credits**

Basic environmental field methods will be examined and applied during this course. Field sampling and analysis of various environmental media such as water, soil, air, refuse, sediment, waste, etc., are undertaken in the context of environmental program implementation. Environmental field methods are foundational to virtually all aspects of environmental investigations and problem-solving. This course will also be an introduction to library search techniques, information retrieval systems, and scientific writing. Laboratory. **Prerequisite: BIO 111-112 or ESS 111 & 128.**

255. Independent Study **1-3 credits****355. Practicum in Sustainability** **3 credits**

This course offers students the opportunity to apply key concepts in sustainability by addressing real-world problems related to sustainability in our communities and/or around the world. It may be done individually or in teams. E.g. Campus or community research project, literary or artistic creations, internships or service in the community, study abroad, etc. Ideally this course will be taken at the end of study for this minor.

455. Research in Earth and Space Sciences **1-3 credits**

ECONOMICS

One of the most widely useful majors in the undergraduate curriculum, economics is a popular discipline for many who pursue professional positions in business, government and education. It provides students with the kinds of reasoning, problem-solving and communications skills demanded both by employers and by graduate schools (in law and business as well as in economics).

Economics majors first concentrate on principles and then are challenged to apply those principles as they examine a wide range of issues. The program offers students two tracks. The first, an *economic specialist track*, is designed for students choosing a traditional economics major, preparing for jobs in industry, government, education, or considering graduate studies in law or economics. The second is a *business analyst track* that incorporates courses from Business Administration and is designed for students aiming for positions in business and financial markets and considering the MBA degree.

All economics majors wrap up their studies with a seminar in which they apply their academic experience to real world economic problems facing individuals, firms or communities. This seminar work lets students exercise reasoning and analytical skills they have developed in the program, as well as demonstrate those skills to faculty and, where appropriate, industry professionals.

MAJOR IN ECONOMICS (36 credits)

REQUIRED: 6 courses (18 credits)

200 Principles: Markets and Prices

201 Principles: Money and Income

210 Statistics for Business and Economics or MTH 342 Statistics

220 Intermediate Price Analysis

221 Intermediate Income Analysis

450 Seminar in Applied Economics or 452 Special Topics or 455 Independent Study

Choose one of the following two tracks:

Economic Specialist Track (18 credits)

Choose 6 credits from Theory and History:

335 Money and Banking

438 Development Economics

337 Great Ideas in Economics

442 American Business History

Choose 6 credits from Specialized Areas:

410 International Finance

436 Public Finance

437 Labor Economics

Choose 6 additional credits from within economics (this may include ECN 110 – The Economic Way of Thinking). MTH 125 – Calculus I or MTH 126 – Calculus II may also count as a 3-credit elective. Students considering graduate studies in economics or business are encouraged to complete Calculus II.*

Business Analyst Track (18 credits)

Choose 9 credits from the following electives in economics:

- 335 Money and Banking
- 410 International Finance
- 438 Development Economics
- 437 Labor Economics
- 442 American Business History

Choose 9 credits from the following Business Administration courses:

- ACC 102 Introductory Managerial Accounting*
- FIN 310 Investments
- FIN 411 Financial Statement Analysis
- MGT 409 Operations Management
- MKT 410 Marketing Research

**This courses has a prerequisite.*

MINOR IN ECONOMICS (18 credits)

REQUIRED: 2 courses (6 credits)

- 200 Principles: Markets and Prices
- 201 Principles: Money and Income

ELECTIVES: Any additional 12 credits in economics.

COURSE DESCRIPTIONS**110. The Economic Way of Thinking****3 credits**

An introduction to economics, this course explores a number of historical and current questions from the perspective of an economic way of thinking. The questions include: Why do some economies grow and others do not? Is America number one? Are wars good for economies? Why are frivolous diamonds more expensive than life-sustaining water? Why is parking a universal problem on college campuses?

200. Principles: Markets and Prices**3 credits**

This principles of microeconomics course is an overview of the principles and problems associated with production, exchange and consumption of goods and services in market environments.

201. Principles: Money and Income**3 credits**

This principles of macroeconomics course is an overview of the principles and problems associated with national income, employment, national economic growth, and international trade.

210. Statistics for Business and Economics**3 credits**

An introduction to applied statistics for use in business and economic analysis. The course focuses on collection and organization of data; descriptive statistics; probability and decision-making; sampling, estimation and hypothesis testing; linear regression and correlation; and basic time series analysis.

220. Intermediate Price Analysis**3 credits**

An analytical study of the theory of price – of how price is determined in competitive and noncompetitive situations – and of how the theory holds up when used to examine business and economic problems. This includes a study of individual and firm behavior, of market structures, and of the analytical tools economists use to approach microeconomic issues. **Prerequisites:** ECN 200 and ECN 201.

221. Intermediate Income Analysis**3 credits**

An analytical study of how national income is measured and determined. This includes a review of important historical and recent developments in fiscal and monetary policy schools of thought. It also emphasizes analysis of intended and unintended consequences of government policy. **Prerequisites:** ECN 200 and ECN 201.

335. Money and Banking**3 credits**

An introduction to the characteristics and tools of the US Federal Reserve System, its influence on financial markets, institutions and instruments, and its impact on prices and economic output. **Prerequisites:** ECN 200 and ECN 201.

337. Great Ideas in Economics**3 credits**

A survey of major economic thinkers and the ideas that shaped economic theory and policy. **Prerequisites:** ECN 200 and ECN 201.

410. International Finance (FIN 410, POL 410)**3 credits**

An introduction to international trade and international financial markets. The trade component covers comparative advantage, tariffs, and the benefits and costs of increasingly open global trade. The markets component covers topics on balance of payments, foreign currency markets, hedging with forwards, futures and options, and special considerations for businesses conducting international trade.

420. Economics of Sports (SPM 420)**3 credits**

This is an applied microeconomics course. It uses microeconomic analysis to help gain an intelligent understanding of the business of professional sports. Key topics include the importance of league structures, various forms of revenue sharing, salary schemes, labor markets, and pricing strategies. **Prerequisites:** ECN 200 and ECN 201, **Junior or Senior standing, or consent of instructor.**

435. Comparative Economic Systems**3 credits**

A comparison of the defining characteristics of capitalism and socialism, with the aim of better understanding the mixed economies of major industrialized and developing nations. The course includes a survey of important economies in Europe, Asia, and Latin America, as well as special attention to the debate over the efficiency of capitalist and socialist systems in promoting economic growth and in improving living standards. **Prerequisites:** ECN 200 and ECN 201.

436. Public Finance (FIN 436)**3 credits**

A study of the principles and problems associated with government finance and its impact on individuals' and firms' incentives and behavior. This includes an analysis of government revenues and expenditures, and policies concerning government budgets, taxes, debt, subsidies, and transfer programs. **Prerequisite:** ECN 201.

437. Labor Economics**3 credits**

A study of the markets and institutions that influence the distribution and utilization of human resources and the levels of wages, salaries and other methods of compensation. This includes a number of special factors, such as labor unions and collective bargaining, political trends, employment legislation, and education. **Prerequisite:** ECN 220 or consent of instructor.

438. Development Economics**3 credits**

Development economics examines various explanations of why some countries have become, or are becoming, rich while others have remained poor. **Prerequisites:** ECN 200 and ECN 201.

442. American Business History (BUS 442, HST 442)**3 credits**

Focused on management-labor relations, broadly construed, from 1800 to the present.

450. Seminar in Applied Economics**3 credits**

The capstone course for economics majors, this seminar provides students with an opportunity to research and analyze economic problems facing individuals, firms or communities. The results of this work will be presented in a formal report and presentation to faculty and, when appropriate, to industry professionals. Economics majors will also use the seminar to complete their resumes and further investigate career opportunities. **Prerequisite:** ECN 210, 220 and 221 and faculty approval.

452. Special Topics in Economics**3 credits**

This course is offered as needed in order to cover special topics or issues not sufficiently covered in other courses. Faculty may periodically initiate the course, but students should feel free to suggest topic ideas, too.

455. Independent Study in Economics**1-3 credits**

For students, as approved by faculty, who wish to pursue independent research, analysis and writing on a special topic or issue in economics. A major research paper, or economic analysis report, is required.

490. Internship in Economics**3-9 credits**

Students are encouraged to obtain formal internships in economics, finance or business-related firms or organizations as an important step toward better understanding applications of economics principles and analysis. When appropriately structured, this work may earn academic credit during fall or spring semesters or during summer breaks. Internship credit will usually count toward overall graduation requirements as general electives or, when appropriate, as elective credits in the Economics Specialist track requirements. *All internship credit must be approved in advance by the economics faculty, and students must register for credit prior to beginning the internship.*

EDUCATION

All education programs have been approved by the state of Indiana and the National Council for the Accreditation of Teacher Education (NCATE). The Education Division offers programs which lead to licensure in elementary, middle, and high school settings. Areas and requirements are listed below. Please consult the Teacher Education Program Handbook for complete information on requirements and policies. All candidates are required to pass state-mandated basic skills exams prior to formal entrance to the Teacher Education Program, and pass the specialty area exams prior to Co-Teaching. Additionally, all candidates are required to be certified in CPR and Suicide Prevention.

License available under the Elementary Education major:
Generalist K-6

Licenses available under the Education minor:

Secondary 5-12

Language Arts

Mathematics

Science (Life Sciences, Chemistry)

Social Studies (Economics, Government, History)

All Level P-12

Fine Arts (Vocal & General Music, Instrumental & General Music)

Health/Physical Education

Dual license in Exceptional Needs

MAJOR IN ELEMENTARY EDUCATION (63 credits)

REQUIRED: 16 courses (63 credits)

EDC 111 Introduction to Teaching

EDC 370 Science Methods

EDC 121 Literacy in Learning Environments

EDC 411 Co-Teaching

EDC 201 Math Content for Elem Teachers

EDC 421 Foundations of Education

EDC 211 Interdisciplinary Inquiry I

EDC 422 Reading Assessment

EDC 221 Strategies for Diverse Classrooms

EDC 222 Interdisciplinary Inquiry II

EDC 248 Performance & Visual Arts Meth

EDC 301 Educational Technology

EDC 302 Methods of Teaching Math

PE 215 Elementary Activities

EDC 311 Assessment Principles and Practice

EDC 321 Culturally Relevant Practice

REQUIRED:

18-credit minor to be selected from Exceptional Needs or from a department outside education, excluding the Early Childhood minor under Psychology Program. 2.750 cumulative GPA prior to official acceptance into Teacher Education Program, 300+ level courses and co-teaching.

MAJOR IN EDUCATION STUDIES (37 credits)

This program is designed for students interested in pursuing careers with children and adolescents outside of classroom settings. It does not lead to licensure; however, graduates will be prepared to work in non-profit agencies, youth centers, after-school programs, museums, and youth ministry.

REQUIRED: 11 courses (37 credits)

- | | |
|---|---------------------------------------|
| EDC 111 Introduction to Teaching | EDC 222 Interdisciplinary Inquiry II |
| EDC 121 Literacy in Learning Environ | EDC 400 Capstone in Education Studies |
| EDC 201 Math Content for Elem Teachers | EDC 248 Performance & Fine Arts Meth |
| EDC 211 Interdisciplinary Inquiry I | PE 215 Elementary Activities |
| EDC 213 Intro to Exceptionality | SOC 348 Sociology of Education |
| EDC 221 Strategies for Diverse Classrms | |

MINOR IN EDUCATION (27 credits)

(Specific Content licenses)

REQUIRED: 7 courses (27 credits)

- | | |
|--|-------------------------------------|
| EDC 111 Introduction to Teaching | EDC 322 Content Reading and Methods |
| EDC 221 Strategies for Diverse Classrooms | EDC 411 Co-Teaching |
| EDC 311 Assessment Principles and Practice | EDC 421 Foundations of Education |
| EDC 301 Educational Technology | |

REQUIRED:

Major in Biology, Chemistry, English, History, Math, Music, or Physical Education.
2.750 cumulative GPA prior to official acceptance into Teacher Education Program,
300+ level courses and co-teaching.

MINOR IN EDUCATION STUDIES (18 credits)

REQUIRED:

- | | |
|--|----------------------------------|
| EDC 111 Introduction to Teaching | EDC 400 Capstone in Educ Studies |
| EDC 214 Differen Methods for Exc Needs | SOC 348 Sociology of Education |
| EDC 221 Strategies for a Diverse Classrm | |

Choose one course from the following:

- | | |
|-------------------------------------|-------------------------------------|
| COM 342 Intercultural Communication | REL 333 Theo & Practice of Ministry |
| ENG 342 Literature for Young Adults | SOC 442 The Sustainable Community |
| PE 241 Leisure and Recreation | SPN 105 Spanish for Educators |

MINOR IN MATHEMATICS FOR ELEMENTARY EDUCATION (18 credits)

REQUIRED:

- | | |
|-------------------------------|---------------------|
| MTH 101 Quantitative Literacy | MTH 125 Calculus I |
| MTH 122 Discrete Math | MTH 126 Calculus II |

Choose remaining 6 credits from mathematics courses numbered above MTH 122.
Only Elementary Education majors may elect this minor.

MINOR IN EXCEPTIONAL NEEDS

Dual License in Exceptional Needs

Majors and minors in Education can opt to gain dual licensure in Exceptional Needs. This 24 credit-hour option can fulfill the minor requirement for Elementary Education majors. Candidates must meet all Education requirements for GPA, testing, and field experience.

Dual licensure course work at the 300 level and beyond requires formal admission into either an elementary or secondary education program. The formal admission into the dual licensure program is dependent upon the candidate's successful admission into either an elementary or secondary education program. This admission requires the passing of general skills examinations, a GPA of 2.75, and satisfactory completion of the Entrance Interview. Once candidates have been admitted, the dual licensure candidate may continue in the program by taking upper level course work. However, the candidate may not proceed into EDC 414, the capstone course, without first passing the required content area exams in Exceptionalities.

REQUIRED: 6 courses (24 credits)

- EDC 213 Introduction to Exceptionality
- EDC 214 Differentiated Methods for Exceptional Needs
- EDC 313 Assessment in Exceptional Needs
- EDC 314 Law and Documentation for Exceptional Needs
- EDC 413 Intensive Field Placement in Exceptional Needs
- EDC 414 Capstone Field Placement in Exceptional Needs

COURSE DESCRIPTIONS

111. Introduction to Teaching

3-4 credits

Aspects of learner development and classroom expectations are explored emphasizing diverse populations, technological applications, and positive professional dispositions. Includes Professional Field Experience. **Fee.**

121. Literacy in Learning Environments

4 credits

This course will emphasize the analysis of reading for diverse populations in K-6 classroom settings. Emphasis on current methodologies and strategies to address varying literacy needs through group and individualized instruction. Field application will focus on assessment of students in order to plan and implement multiple reading lessons. **Fee.**

201. Math Content for Elementary Teachers

3 credits

This course is designed to give candidates a review of the basic math skills needed in teaching. An emphasis will be on understanding the mathematical concepts. Topics covered in this course include: number sense, fractions, decimals, percents, ratios, simple algebra, simple geometry, probability, statistics, and general problem-solving strategies.

211. Interdisciplinary Inquiry I**4 credits**

This course examines the planning and delivery of evidence-based English language arts (ELA) instruction that fosters K-6 students' understanding and mastery of concepts and skills related to ELA and the development of critical and creative thinking, reasoning, problem solving, and performance skills in elementary school settings. Students will have opportunities to relate their coursework and apply it in a practical field setting with K-6 students. Students will explore the ELA Common Core State Standards and complete assignments to prepare them to address those areas in classrooms settings. Assessment and data driven instruction will be the focus during applicable field experience work. **Fee.**

213. Introduction to Exceptionality**3 credits**

This course will include thorough consideration of students with Exceptional Needs. The candidates will explore societal attitudes, school practices and procedures, diagnosis and classification of exceptionalities, and current challenges in special education.

214. Differentiated Methods for Exceptional Needs**3 credits**

This course will focus on the use of assessment to drive instruction in the academic curriculum. Curriculum development, technology applications, instructional strategies, and evaluation of students with diverse needs in both general and special education settings will be addressed.

221. Strategies for the Diverse Classroom**3-4 credits**

Candidates will increase their knowledge of student diversity and develop skills in effective instructional practices to meet needs of all learners. Emphasis will be placed on providing a supportive classroom environment. Includes Professional Field Experience. **Fee.**

222. Interdisciplinary Inquiry II**3 credits**

Candidates will plan, implement, and assess an interdisciplinary thematic unit plan with a focus on integrated Social Studies curriculum. Focus is on current best practice research in classroom instruction. Includes Professional Field Experience. **Fee.**

248. Performance and Visual Arts Methods**3 credits**

This course provides content knowledge and practice for teaching and assessing children in the area of fine arts based on state and national standards. An emphasis is placed on integrating visual art, music, dance, and theater across the curriculum.

255. Independent Study**1-3 credits****291. Professional Laboratory Experience: Secondary****1 credit**

This is a field-based course of approximately 30 hours. Teacher candidates are placed in a middle or high school setting. It is designed for candidates who transfer into the Teacher Education program. It can also be an option for those education minors needing additional field experience prior to co-teaching. **Fee.**

301. Educational Technology**3 credits**

This course investigates the role of technology in the elementary classroom and aims to develop in the candidate an appreciation and understanding of these learning tools. Candidates will be exposed to several current technology tools, learn how to utilize these tools in both lesson planning and classroom projects, and gain experience seeking out new ways to enhance learning and develop student interest. This course is taught in conjunction with EDC 370 for majors.

302. Methods of Teaching Mathematics**3 credits**

Teacher candidates taking this course will use the Common Core Standards as a primary resource as they continue to develop their mathematical skills and practice teaching math lessons appropriate for grades K-6. Emphasis will be on making math an exciting, interesting and fun subject for both the teacher and the student. **Prerequisite:** EDC 301.

311. Assessment Principles and Practice**3-4 credits**

Teacher candidates will gain practical experience in the knowledge base, construction, and application of formal and informal assessments. Emphasis is placed on the documentation and analysis of student outcomes. Includes Professional Field Experience. **Fee.**

313. Assessment for Exceptional Needs**3 credits**

This course will focus on the interpretation and analysis of assessment data for the teacher of students with Exceptional Needs. Topics include the construction and/or application of formal and informal assessment for intervention and instructional planning.

314. Law and Documentation for Exceptional Needs**3 credits**

This course examines the history and current status of legislation in providing special education services to students with Exceptional Needs. Relevant federal, state, and local procedures and policies will be examined in the context of implementing effective programs for all learners.

321. Culturally Relevant Practice**4 credits**

Teacher candidates will gain practical experiences in teaching and learning in culturally diverse classrooms. Emphasis will be placed on English Language Learners through action research. Includes Professional Field Experience **Fee.**

322. Content Area Reading and Methods**3 credits**

The focus of this course is the examination and implementation of theories of curriculum and assessment, course design, professional standards, and action research including technology, special needs, and reading. There is an increased emphasis on professional development and positive dispositions. The Professional Field Experience for this course will include implementing curriculum theory and conducting action research. Includes Professional Field Experience **Fee.**

370. Science in the Elementary Classroom**3 credits**

Techniques and methods of teaching elementary science to all learners are explored. Curriculum development, field and laboratory methodology, individual and group assessment in science education are emphasized. **Fee.**

400. Capstone in Education Studies**3 credits**

This course explores the role of out-of-classroom structured experiences on the social, emotional, physical, and academic development of children and adolescents. Special emphasis will be placed on professional and career development. Senior status and permission of instructor required.

411. Co-Teaching**9-12 credits**

This course provides supervised practical application of knowledge, skills, and dispositions in actual school settings using a collaborative model. Co-Teaching is in one of seven school corporations contiguous to the campus for a full semester. **Fee.**

413. Intensive Field Placement in Exceptional Needs**6 credits**

This course provides the candidate with initial supervised practical application of program knowledge, skills, and dispositions in an Exceptional Needs classroom. This course will be offered during the summer session following the junior year. **Fee.**

414. Capstone Field Placement in Exceptional Needs**6 credits**

This course provides the candidate with advanced supervised practical application of program knowledge, skills, and dispositions in an Exceptional Needs classroom. Prerequisite: Successful completion of EDC 413. This course will be offered during the summer session. **Fee.**

421. Foundations of Education and the Professional Environment**3 credits**

This course examines sociological, ideological, and political issues related to schools, communities and teaching. Emphasis is placed on professional environments and expectations, professional growth and self-reflection, and the legal and ethical requirements of the profession.

422. Reading Assessment**3 credits**

This course provides experienced seniors with opportunities to expand upon their early literacy coursework and apply it in a practical field setting with K-6 students in need of specific reading assistance. Students will assess, tutor, and mentor individuals and small groups of students using research based measures in coordination with classroom teachers and literacy specialists. Students will also be exposed to the large scale political, social and global issues related to literacy issues facing the larger community of teachers as a whole.

ENGLISH

Majors in English include those who envision a career in teaching, either at the high school level or at the college level after graduate school; those who want to work in fields demanding skill in writing communication (advertising, public relations, law, journalism and other media). Equipped with strong analytical and communication skills, students of English are very well prepared for teaching, graduate work in the humanities, law, and professional work in publishing, business, and media.

Majors in Creative Writing include those who wish seriously to pursue careers in creative writing, as well as those who intend to work in such fields as journalism or other media, and those who want writing to be a part of their lives.

Since many college graduates change careers during their lives, it may be worthwhile to consider the study of English as one that can keep a person flexible enough intellectually to bend with the pressures of an uncertain future. No matter what line of work, there is always a need for people who can communicate.

Students are strongly encouraged to study another language, not only for the enrichment of one's own intellect, but also for insights into the nature of language.

MAJOR IN CREATIVE WRITING (36 credits)

REQUIRED: 5 courses (15 credits)

ENG 221 Creative Writing-Fiction	ENG 339 Scriptwriting
ENG 222 Creative Writing-Poetry	DMJ 117 Intro to Mass Communication
ENG 224 Creative Writing-Nonfiction	

Choose 6 credits from:

120 Intro to Poetry	121 Intro to Fiction	122 Intro to Drama
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ELECTIVES: Any 15 credits from English numbered 320 and above.

MAJOR IN ENGLISH (36 credits)

REQUIRED: 1 course (3 credits)

420 Literary Criticism

Choose 6 credits from:

320 Medieval & Renaissance
321 Restoration & 18th Century
322 The Nineteenth Century
323 The Twentieth Century

Choose 6 credits from:

330 Early American Literature
331 The Gilded Age
332 The Modern Age
333 Contemporaries

Choose 6 credits from:

120 Intro to Poetry	121 Intro to Fiction	122 Intro to Drama
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ELECTIVES: Any 15 credits from English courses numbered 221 and above, with no more than 6 credits from Creative Writing (221, 222, 224, 339).

MAJOR IN ENGLISH WITH SECONDARY EDUCATION MINOR (42 credits)

REQUIRED: 7 courses (21 credits)

- ENG 240 Language, Grammar, & Society
- ENG 340 The Novel
- ENG 342 Literature for Young Adults
- ENG 350 Shakespeare
- ENG 380 Teaching Language Arts
- ENG 420 Literary Criticism
- COM 110 Introduction to Communication

Choose 6 credits from:

- ENG 120 Intro to Poetry
- ENG 121 Intro to Fiction
- ENG 122 Intro to Drama

Choose 6 credits from:

- ENG 320 Medieval & Renaissance
- ENG 321 Restoration & Eighteenth Century
- ENG 322 Nineteenth Century
- ENG 323 The Twentieth Century

Choose 6 credits from:

- ENG 330 Early American Lit
- ENG 331 The Gilded Age
- ENG 332 The Modern Age
- ENG 333 Contemporaries

Choose 3 credits from:

- ENG 221 Creative Writing Fiction
- ENG 222 Creative Writing Poetry

- ENG 224 Creative Writing Nonfiction
- ENG 339 Scriptwriting

MINOR IN ENGLISH (18 credits)

Choose 6 credits from:

- 120 Intro to Poetry
- 121 Intro to Fiction
- 122 Intro to Drama

ELECTIVES: Any 12 credits from English above 221, with no more than 6 credits from Creative Writing (221, 222, 224, 339).

COURSE DESCRIPTIONS

100. A Basic Course in Written Composition 3 credits

Classroom instruction will emphasize clarity, organization, thoroughness of development, as well as grammar, spelling and punctuation in writing many short papers.

120. An Introduction to Poetry 3 credits

Extensive analytical reading of wide variety of poetic forms to promote appreciation of diction, motifs, metrics, forms, types, and structures, and also to learn the pertinent nomenclature.

121. An Introduction to Fiction 3 credits

A study of such narrative techniques as plot development, characterization and point-of-view in fiction and related narrative modes. The course deals largely with the short story and is modern in its emphasis.

122. An Introduction to Drama**3 credits**

A course in such essentials of dramatic literature as plot, character, diction, and theme. This course traces the development of Western civilization's drama including movements of modern drama such as realism, naturalism, expressionism.

221. Creative Writing-Fiction**3 credits**

A creative writing workshop in which students will write in a variety of fictional forms, critique each other's work, and read and discuss representative works by contemporary writers.

222. Creative Writing-Poetry**3 credits**

A writing course in which the students will learn to recognize and employ a wide variety of poetic forms and techniques. Students will be required to read, analyze, and write a variety of poems.

224. Creative Writing-Nonfiction (DMJ 224)**3 credits**

The art and craft of creative (or literary) nonfiction in the memoir, the personal essay, biography and history, and writing about the writer's craft will be emphasized. In a workshop environment student work will be shared and critiqued. Works in the genres under discussion will also be read and critiqued.

240. Language, Grammar, and Society**3 credits**

This course is both a study of language history and development as it impacts literature and society and a study of grammar systems and basic sentence grammar, usage, and mechanics. It addresses issues of social justice as they relate to language use in a diverse society.

320- 323. Periods of British Literature**3 credits each**

These period courses emphasize the major historical and literary movements of the time. At least one period course will be offered each year. The periods are:

320. Medieval and Renaissance. This course highlights British literature and culture of the Medieval and Renaissance periods. Readings include Anglo Saxon works, works by Chaucer, Margery Kempe, Shakespeare, Mary Wroth and other influential men and women writers.

321. Restoration and Eighteenth Century. This course highlights literature and culture in England from approximately 1660 to the early 1800's, including works by Milton, Dryden, Aphra Behn, Swift, and Maria Edgeworth, among others. Topics range from slavery and the role of women in society, to the growing British interest in empire.

322. Nineteenth Century. Readings from major authors of the Romantic and Victorian periods of English literature, including Wordsworth, Shelley, Keats, Austen, Felicia Hemans and Charlotte Smith, along with Tennyson, Hopkins, Bronte, Dickens, and Wilde.

323. The Twentieth Century. Readings of English, Irish, Anglophone writers of the last century. Includes fiction from Joyce to Woolf to Rushdie. Emphasis on the end of empire and the post-colonial perspectives that followed.

330- 333. American Literature**3 credits each**

A four-semester survey of major writers in America. The four semesters are grouped in the following chronological sequence:

330. Early American Literature. Readings of the major writers in America from William Bradford to Walt Whitman. Included for study are such traditionally canonical writers as Benjamin Franklin, Nathaniel Hawthorne, Ralph Waldo Emerson, and Henry David Thoreau, but also previously marginalized authors like Catharine Maria Sedgwick, Fanny Fern, Frederick Douglass, and Harriet Jacobs.

331. The Gilded Age, 1855-1920. Readings of the major writers in America from Mark Twain to Theodore Dreiser. Included for study are such traditionally canonical writers as William Dean Howells, Henry James, Stephen Crane, and Jack London, but also previously marginalized authors like Kate Chopin, Zitkala Sa, Charles Chesnutt, and Paul Laurence Dunbar.

332. The Modern Age, 1920-1950. Readings of the major writers in America from E. A. Robinson to Richard Wright. Special attention is given to the new American Literary Renaissance and the Harlem Renaissance. Included for study are such writers as F. Scott Fitzgerald, Ernest Hemingway, Katherine Anne Porter, Langston Hughes, William Faulkner, modernist poets, and a host of other writers of the period.

333. Contemporaries, 1950 to present. Readings of the major writers in America today, with special attention given to the Black Arts and the Minimalist movement. Women and Jewish writers are also noted for their special importance as contemporaries. Included for study are such writers as Cormac McCarthy, Toni Morrison, Raymond Carver, Joyce Carol Oates, Philip Roth and a host of other writers of the period.

339. Scriptwriting (JRN 339)**3 credits**

Non-performing course focusing on writing scripts for radio, television, and film. Students will develop materials for directors, actors, announcers and technicians. Comedy, drama, commercial announcements and film scripts will be covered. Opportunity for self-expression in final project.

340. The Novel**3 credits**

A study of the novel as a major literary form in international literature. Several novels in each semester's course will be compared to film adaptations to discuss the similarities and differences in each genre, and films that are used will be analyzed using the criteria of literary criticism. The course will include novels of the professor's choice. In the past novels by Gustave Flaubert, James Joyce, John Dos Passos, V.S. Naipaul, Evelyn Waugh and Milan Kundera have been read.

342. Literature for Young Adults**3 credits**

A critical overview of contemporary literature for young adults.

350. Shakespeare**3 credits**

Reading in the Shakespearean corpus of tragedies and comedies. The sonnets are also included in the course, which emphasizes written critiques of the drama and poetry and includes interpretation of filmed adaptations of plays.

358. Major Writers**3 credits**

A course of study in the major works of a significant world writer or groups of writers. In the past writers such as Chaucer, Milton, Dickens, O'Neill, Frost, Eliot, Mann, and Hardy have been given special study. **May be repeated with different writer.**

359. Special Studies in Literature**3 credits**

A course of study in a major literary topic. Some of the courses offered in the past have included Existentialism, Modern Poetry, The Russian Novel, Mythology in Literature, American Drama, African-American Literature, the Harlem Renaissance, American Radicalism, Philosophy and Tragedy, and Post-Colonial Literature.

380. Teaching Language Arts**3 credits**

This course is designed for future teachers of language arts in middle and high schools. It introduces students to current scholarship, including a range of theoretical perspectives, on the pedagogy of reading, literature, writing, language, and grammar.

390. Internship**3-9 credits**

Available to qualified students with department approval and a minimum GPA of 3.000. Participants will work in College-approved off-campus internship programs in publishing or editorial fields.

420. Literary Criticism**3 credits**

A study of various schools of literary interpretation, including new criticism, Marxism, gender, and post-structural criticism. As part of the course, students will apply these schools of criticism to novels and film. **Junior/Seniors only.**

455. Independent Study**1-3 credits**

*SJC student
putting final
touches on his
pottery.*

HISTORY

History courses can enlarge the student's intellectual horizon by an ordered, meaningful, and up-to-date inquiry into the past. This includes not only courses in United States and European history, but also introductions into several areas of non-Western history and the basic skills of historical research itself. The major in history prepares the student for graduate studies, entry into law school, and teaching in secondary schools, as well as providing a broad, cultural basis for a later career in various fields of business or the arts.

MAJOR IN HISTORY (36 credits)

REQUIRED: 12 credits

121 United States History I

122 United States History II

131 World Civilization I

132 World Civilization II

Choose 3 credits from: (Europe)

246 Revolutionary Europe, 1789-1871

251 Ancient Mediterranean Civilization

344 Imperial Russia, Soviet Union & Beyond

Choose 3 credits from: (American)

209 US Foreign Policy

233 Jeffersonian/Jacksonian America

336 Recent America

338 Colonial America

442 American Business History

Choose 3 credits from: (Non-Western)

240 History of Africa

343 History of Modern East Asia

345 Modern Middle East

ELECTIVES: Any 15 credits in History.

MINOR IN HISTORY (18 credits)

REQUIRED:

Choose 3 credits from:

121 United States History I

122 United States History II

Choose 3 credits from:

131 World Civilization I

132 World Civilization II

ELECTIVES: Any 12 credits in History.

COURSE DESCRIPTIONS

121-122. United States History, I-II

6 credits

A study of American civilization from its European origins until 1877 in the first semester; its development since 1865 until the present is considered in the second semester.

131-132. World Civilization I-II**6 credits**

A survey of the development of world civilization from circa 3500 B.C.E. and the beginning of civilization in Southwestern Asia (Middle East), Europe, South Asia, Asia, and Africa until 1500 C.E. The second semester of this course will cover the same regions during the period from 1500 to the present day.

209. U.S. Foreign Policy (POL 209)**3 credits**

A survey of the major ideas, factors, and decisions that have and continue to shape U.S. foreign policy. The course includes in-depth analysis of several challenges and decisions facing current foreign policy makers.

233. Jeffersonian/Jacksonian America**3 credits**

A study of America in the formative years after independence, with special emphasis on Jefferson and Jackson and American life during their administrations.

240. History of Africa**3 credits**

A study of the social and political trends of the past and their influence on contemporary Africa. Each year, one major geographic area of the continent is selected for study. Study includes precolonial history, the impact of colonization, and the development and challenges facing Africa in the post—colonial era, with emphasis on the uniquely African responses to outside forces. Offered in alternate years.

246. Revolutionary Europe, 1789-1914**3 credits**

Explores revolutions in European political, social, intellectual, religious, and scientific fields from circa 1600 to the present day.

251. Ancient Mediterranean Civilization**3 credits**

In depth discussion-based course on the history, literature, philosophy, and art of both Classical Greece and Rome with extensive use of primary sources.

255. Independent Study**1-3 credits****336. Recent America****3 credits**

American political and social history from 1945 through the present.

338. Colonial America**3 credits**

The social and religious history of colonial Americans is stressed from the Euro-Indian exchanges to the American Revolution. Offered in alternate years.

343. History of Modern East Asia (POL 343)**3 credits**

A survey of the historical development of Asia and East Asia in the 16th through 21st centuries with a focus on local patterns of societal, cultural, economic, and political development, with special attention paid to China, Japan, Korea, and Vietnam.

344. Imperial Russia, Soviet Union and Beyond**3 credits**

A survey of the development of the Russian empire from the reign of Ivan IV to the abdication of Nicholas II, examines the 1917 revolutions and the Soviet empire from Lenin to Gorbachev and traces the major features of the region's post-Communist era to the present day.

345. Modern Middle East (POL 345)**3 credits**

A survey of the major developments in the Middle Eastern countries between Libya in the West and Iran in the East with a major emphasis on late 19th through 21st century developments.

358-359. Topics in History**3 credits**

Based on student interest and current trends and needs, the Department offers a number of topics and eras, for example: History of Rock and Roll, History of Buddhism, and Native American History.

371. History of the Family**3 credits**

This course will focus on the development of family structures in the western world. Topics will include marriage, childrearing, care of the elderly, education and inheritance. The impact of agriculture, industrialization, globalization, and technology will be examined.

442. American Business History (BUS 442, ECN 442)**3 credits**

Focused on management-labor relations, broadly construed, from 1800 to the present.



Lady Puma soccer player going to the goal.

INTERNATIONAL STUDIES

A major in International Studies, first organized in 1977, was the natural out-growth of the internationalist thrust of the Core Curriculum and of the personal commitments of a number of the College's faculty. As people are becoming more and more aware of their interdependence, there is a great need for college graduates who are prepared to serve in careers in the international field and who have learned how to think perceptively and with sensitivity in terms of the global Family of Humanity.

Saint Joseph's College offers two majors in International Studies. The first is a group major in which students spend their junior year in a study-abroad program. There is a second option for a non-group major in which students do not spend a year abroad. They may, however, choose to fulfill some credits for the major in a semester or summer study-abroad program.

A major in International Studies is an excellent preparation for careers with the federal government, the foreign service, public international organizations, banking and business, consulting firms, research organizations, teaching, trade and professional associations, the media, foundations and other private nonprofit groups.

The program described below has been put together after careful study of the competencies that a graduate entering a career position in the international field ought to have. It provides the student with the opportunity to develop the following traits and skills:

- a sense of the dignity of the human person, clarity of personal and cultural values, and a broad and deep understanding of the commitments of Christian humanism;
- proficiency in speaking and writing, the ability to organize thoughts and introduce timely arguments, and skills in logical analysis of problems;
- basic skills in economic and political analysis, including both quantitative and qualitative approaches;
- a conceptual grasp of history and contemporary events and the ability to relate specific cases to general patterns;
- knowledge of international peoples, languages and institutions, suggesting an ability to relate and to analyze across cultural and national lines.

MAJOR IN INTERNATIONAL STUDIES (39 credits)

REQUIRED: 4 courses (12 credits) **Common Body of Knowledge**

POL 102 Comparative Politics

SOC 112 Culture & Society

ECN 201 Principles: Money and Income

PHL 101 Intro Phil: Human Nature

Choose 3 credits from: **Values**

PHL 342 Contemporary Political Philosophy

REL 131 Intro to World Religions

REL 232 Christianity in History

REL 358-9 Special Studies in Religion

Choose 12 credits from: **Systems**

ECN 200 Principles: Markets and Prices
ECN 410 International Finance
ECN 435 Comp Econ Systems
ESS 132 Geography Econ Resources
MGT 312 International Business

POL 103 International Relations
POL 407 International Law
SOC 115 Gender and Culture
SOC 447 Law and Society

Choose any 12 credits from: **Area**

ENG 222 Creative Writing - Poetry
ENG 359 Special Studies in Literature
FL XXX Foreign Language
HST 240 History of Africa
HST 343 History of Modern East Asia

HST 344 Imperial Russia, Soviet Union
HST 345 Modern Middle East
SPN 235 Peninsular Civil & Culture
SPN 236 Latin America Civil & Cult.

Some of these credits may also be earned during a study-abroad program through the following course numbers:

IS 302 Area Studies in Humanities
IS 490 Internship/Field Work

IS 305 Area Studies in Social Sciences

Foreign Language Requirement: Intermediate level competency required. This competency may be gained through course work at Saint Joseph's College and/or through summer language programs.

GROUP MAJOR IN INTERNATIONAL STUDIES WITH JUNIOR YEAR ABROAD (54 CREDITS)

Common Body of Knowledge (12 credits)

Values (3 credits)

Systems (15 credits)

Area (24 credits) These courses are all taken as part of the study-abroad program in the junior year. These course numbers are used to transfer in the credit for the courses taken through the program.

REQUIRED: one course (3 credits)

IS 101 Introduction to Area Studies in Culture

Choose 21 credits from (These courses may be repeated for credit):

IS 301 Area Studies in Commerce

IS 304 Area Studies in Natural Sciences

IS 302 Area Studies in Humanities

IS 305 Area Studies in Social Sciences

IS 303 Area Studies Mathematical Sciences

IS 490 Internship/Field Work

Foreign Language Requirement: Intermediate level competency required. This competency may be gained through course work at Saint Joseph's College and/or through summer language programs.

LANGUAGES

Courses in world languages are designed to fulfill these general aims: 1) to provide the student with a basic knowledge of another language; 2) to offer through the study of language an insight into and an appreciation of the literature and culture of other people. The study of languages provides the student with the basic skills in a language—namely, the ability to read, write and speak modern languages in preparation for entrance into graduate school or the teaching profession.

COURSE DESCRIPTIONS

FOREIGN LANGUAGES

111-112. Foreign Languages **1-3 credits**

The languages taught in these introductory courses are determined by instructor interest and expertise.

221-222. Foreign Languages **1-3 credits**

The languages taught in these intermediate courses are determined by instructor interest and expertise. **Prerequisite:** FL 111/112 in the same language as the intermediate course.

401-402. Topics in Foreign Language **1-3 credits**

MINOR IN SPANISH (18 credits)

REQUIRED:

221-222 Intermediate Spanish

232 -233 Advanced Composition and Conversation

6 additional credits in Spanish from 221 and above

Based on placement exam, students may be required to take pre-requisites of SPN 111 and/or 112.

105. Spanish for Educators **3 credits**

This course is geared toward individuals working in Education. This course provides assistance for those who have a need for functional skills in Spanish. The course focuses on the vocabulary needed for the workplace and task-based, practical skills, such as speaking with and understanding students and parents, reading and writing reports, and communicating with Spanish-speaking community on an elementary level.

111-112. Introductory Spanish **6 credits**

Drill in the basic grammatical rules. Simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

221-222. Intermediate Spanish**6 credits**

Review of basic grammatical forms, plus advanced grammar and idiomatic usage. Reading of selected texts and written reports are required. **Prerequisite:** SPN 112/221.

232-233. Advanced Composition and Conversation**6 credits**

A major concentration in the practical application of business while reinforcing spoken and written expression of Spanish. **Prerequisite:** SPN 222 or Placement Exam.

235. Peninsular Civilization and Culture**3 credits**

Readings and discussions of the history, civilizations, values, and art of the groups that help to shape the Spanish civilization and culture (Phoenicians, Greeks, Romans, Arabs, Jews, and the Visigoths). The presence of the Visigoths helped to spread Christianity among the people of the peninsula in its earliest stages and later on, after 1492, to the rest of the world. Must be proficient in reading, writing, and speaking Spanish. **Prerequisite:** SPN 232.

236. Latin American Civilization and Culture**3 credits**

Readings and discussions of the history, civilizations, values, and art of the groups that help to shape the Spanish speaking countries that helped to shape the characters of today's Latin American people such as the Mayas, Aztecs, and Incas (from 1492 on – the Peninsular people). Must be proficient in reading, writing, and speaking Spanish. **Prerequisite:** SPN 232.

341. Survey of Peninsular Literature**3 credits**

A panoramic introduction to the Peninsular literature from the Middle Ages through the Spanish *Siglo de Oro* to the present time. Discussions, written and oral reports are required. **Prerequisite:** SPN 232.

342. Survey of Latin American Literature**3 credits**

A panoramic introduction to the Latin American literature from Pre-Columbus colonial era to the present time. Discussions, written and oral reports are required. **Prerequisite:** SPN 232.

343. Peninsular Literature and Drama**3 credits**

Emphasis on the Romanticism of the 19th Century. The contemporary genres of the 20th Century including the Nobel Prize winners. Discussion, written and oral reports are required. **Prerequisite:** SPN 235.

344. Latin American Short Stories**3 credits**

Emphasis in 19th and 20th Centuries. Discussions, written and oral reports are required. **Prerequisite:** SPN 236.

355. Independent Study**1-3 credits**

LAY ECCLESIAL MINISTRY PROGRAM

The Catholic Bishops in the state of Indiana have agreed on a common program of theology courses, professional skills workshops, and spiritual formation leading to the possibility of deputization as a “lay ecclesial minister.” The theology courses and the professional workshops may be taken for credit at Saint Joseph’s College toward a degree in Lay Ecclesial Ministry. Students interested in this major simply follow all of the directives in this *Catalog* from admissions through to application for degree, **but special permission from the Chair of the Religion Department is needed prior to enrollment in this major or minor.**

MAJOR IN LAY ECCLESIAL MINISTRY (36 credits)

REQUIRED: 14 courses (27 credits)

101 Intro Old Testament	202 Christology	303 PSW: Law
102 Intro New Testament	203 Ecclesiology	401 Spirituality
103 Word of God	204 PSW: Ministry	402 Moral Theology
104 PSW: Communication	301 Liturgy	403 PSW: Leadership
201 The Trinity	302 Sacraments	

Choose 9 credits from Lay Ecclesial Ministry (ELM) or Religion (REL) courses

MINOR IN LAY ECCLESIAL MINISTRY

REQUIRED: 10 courses (20 credits)

101 Intro Old Testament	201 The Trinity	301 Liturgy	401 Spirituality
102 Intro New Testament	202 Christology	302 Sacraments	402 Moral Theology
103 Word of God	203 Ecclesiology		

COURSE DESCRIPTIONS

101. Introduction to the Old Testament 2 credits

An introductory study of the processes and faith struggles that gave rise to the Old Testament. Students will read major portions of the Old Testament to understand them both in their own context and also in the context of the Christian faith.

102. Introduction to the New Testament 2 credits

An introductory study of the processes and faith struggles that gave rise to the New Testament. Students will read most of the New Testament, attending to the chronological development of this primary faith document of the Church.

103. The Word of God in Faith, Theology, and Ministry 2 credits

A course that explores the Sacred Scriptures in a deeper way, utilizing the tools and methods the Church employs to interpret and use the Scriptures in a variety of pastoral settings. Theological language, methods, and sources as well as the various theological disciplines are examined to provide a broader context to the Scriptures.

104. Professional Skills Workshops: Communication**2 credits**

Four day-long workshops covering professional skills needed by lay ministers: listening, ministerial relationships, diversity, and group dynamics.

201. The Trinity**2 credits**

The theology of the Trinity as a personal communion of love. How this communion is experienced by Christians in the world as the creative activity of God the Father, the redeeming activity of God the Son, and the sanctifying activity of God the Holy Spirit.

202. Christology**2 credits**

An introduction to the theology of the Church's doctrine about Jesus Christ in the light of Christian faith, practice, and worship. Special emphasis will be given to how the Church reflects systematically on the person, being, and ministry of Jesus of Nazareth.

203. Ecclesiology & Ecumenism**2 credits**

An introduction to the biblical, magisterial, and theological foundations of the nature and mission of the Church. Attention will be given to the major moments of the Church's historical development, as well as to its variety of forms and expressions. The significance of ecumenical theology will also be explored.

204. Professional Skills Workshops: Ministry**2 credits**

Four day-long workshops covering professional skills needed by lay ministers: recognizing and making productive use of the talents of others, working with volunteers, intervention skills, and supervision skills.

301. Liturgy**2 credits**

An introduction to the general principles of liturgical celebration, the primacy of the Lord's Day and the liturgical year, and the various forms of liturgical prayer.

302. Sacraments**2 credits**

A study of the Sacraments of the Church, their historical development and theology, with an overview of the Rites books and how to use them.

303. Professional Skills Workshops: Law**1 credit**

Two day-long workshops covering professional skills needed by lay ministers: canon law, civil law, and the authority levels of various Church documents.

355. Independent Study**1-3 credits**

An individual or small group study of a theological or pastoral topic, sponsored by a full-time member of the SJC religion faculty, and lasting at least one semester. Faculty approval and special form required.

401. Spirituality**2 credits**

A study of the key figures in the historical development of Christian spirituality and of the impact of culture and society on forms and styles of prayer.

402. Moral Theology**2 credits**

A study of the nature and process of moral decision making and the principles derived from the Catholic Faith that would be involved in such moral decision making.

403. Professional Skills Workshops: Leadership**2 credits**

Four, day-long, workshops covering professional skills needed by lay ministers: goal setting, planning, styles and models of leadership, conflict resolution, and team building.

490. Internship**1-3 credits**

Engagement in a semester-long project in a parish under the supervision of an experienced pastor and ELM staff. Special form and fee required.



A winter scene of the campus grotto.

MATHEMATICS

The mathematics courses offered below are designed to help the student attain: 1) an understanding and appreciation of the fundamental methods of deductive reasoning; 2) adequate preparation for work in graduate and professional school; 3) facility in the use of mathematics as a tool; 4) thorough familiarity with modern mathematical concepts.

MAJOR IN MATHEMATICS (36 credits)

REQUIRED:

MTH 236 Calculus IV, together with prerequisites Calculus I, II & III or the equivalent of any or all of these (e.g., high school, AP)

MTH 244 Linear Algebra

MTH 441 Historical Perspectives in Mathematics (this Jr/Sr capstone course requires a project to be evaluated and accepted by the Math faculty)

Choose one course (3 credits) from:

MTH 333 Geometry

MTH 431 Modern Algebra I

MTH 437 Theory of Numbers

MTH 445 Real Analysis

Choose one course (3 credits) from:

MTH 336 Differential Equations (prerequisite: MTH 126)

MTH 341 Probability (prerequisite: MTH 125)

MTH 342 Statistics

MTH 439 Numerical Analysis (prerequisite: MTH 126)

Choose the remaining credits from courses in Mathematics numbered 122 or higher.

The following courses are required for Mathematics majors who minor in Secondary Education:

MTH 122 Discrete Math

MTH 341 Probability or MTH 342 Statistics

MTH 333 Geometry

MINOR IN MATHEMATICS (18 credits)

REQUIRED:

MTH 236 Calculus IV, together with the prerequisites Calculus I, II and III or the equivalent of any or all of these (e.g., high school, AP)

15 credits from Mathematics courses numbered 122 or higher.

MINOR IN MATHEMATICS FOR ELEMENTARY EDUCATION (18 credits)

REQUIRED:

MTH 101 Quantitative Literacy

MTH 125 Calculus I

MTH 122 Discrete Math

MTH 126 Calculus II

Choose remaining 6 credits from mathematics courses numbered above MTH 122.

Only Elementary Education Majors may elect this minor.

COURSE DESCRIPTIONS

017. Basic Algebraic Skills

3 credits

The course treats the following topics: operations on real numbers, linear equations and inequalities, exponents and polynomials, rational expression, roots and radicals, and quadratic equations. Included is a review of basic computational and problem solving skills.

093. Pre-Calculus

3 credits

This course is intended for those who wish to study the Calculus, but need some preliminary mathematical work. It begins with some fundamentals of algebra, including sets, functions, and graphs. It treats polynomial and rational functions, and includes the usual transcendental functions. It considers trigonometric identities and certain elements of analytic geometry, including conic sections. Some study of combinatorics is pursued.

101. Quantitative Literacy

3 credits

This course covers the basic mathematical and technological tools used to analyze quantitative information through an emphasis on life-skills applications and analysis of current events. Topics include the interpretation of data, computation and estimation, logical reasoning, visual representation of data, statistical reasoning, basic probability, and financial concepts. Throughout the course, quantitative literacy skills will be used to interpret topics such as current events, public policy debates, news reports, personal financial decisions, and health care issues. **Prerequisite: Student has met the College's Mathematics Proficiency Entrance Requirement.**

122. Discrete Mathematics

3 credits

This is an introduction to logical and algebraic structures and combinatorial mathematics. Topics include methods of proof, recursion, Boolean algebra, recurrence relations, graph theory, finite automata, and theory of computation with examples of applications to the field of computer science. Required of all Mathematics majors who minor in Secondary Education.

125. Calculus I

3 credits

Including a review of pre-calculus, this course is an introduction to the calculus through concepts involving limits of functions, continuity at a point, and the derivative. Differentiation of products, quotients, and composite functions are treated. Implicit differentiation, the Extreme Value Theorem and the Mean Value Theorem are also considered. Graph sketching noting asymptotic behavior, extrema, concavity, and related concepts complete the content. The course will include a laboratory session with the computer algebra system Maple and will incorporate the use of a scientific graphics calculator as a regular part of the study. Each student is expected to have either the suggested calculator or one approved by the instructor.

126. Calculus II**3 credits**

Continuing the introduction to the calculus, the theory and techniques of integration are introduced with analytic geometry, then Riemann sums, and then the Fundamental Theorem of Calculus. Applications of the definite integral include area of regions, volumes, arc length and surface area. The laboratory section will continue the use of the Computer Algebra System and the graphics calculator will again be used on a regular basis. **Prerequisite: MTH 125 or department approval.**

235. Calculus III**3 credits**

This course continues the calculus sequence. A main thrust is its opening in-depth study of infinite sequences and series, including power series, Taylor series and Taylor polynomials. Conic sections, parametric equations and polar coordinates—together with whatever review is required—are studied as they relate to calculus concepts. Vector theory and the geometry of space are also treated. **Prerequisite: MTH 126 or department approval.**

236. Calculus IV**3 credits**

This concluding portion of the calculus sequence begins with a brief review of vectors followed by a pursuit of vector-valued functions. Functions of several variables, with their attendant partial derivatives, extrema, and multiple integration with applications are studied. The directional derivative, tangent planes and normal lines follow from the vector considerations. **Prerequisite: MTH 235 or department approval.**

244. Linear Algebra**3 credits**

This course studies linear transformations and linear algebras, including the study of solutions to systems of linear equations. It treats the theory of matrices leading to the theory of vector spaces over a field. It studies the operations on matrices, including determinants, and uses these concepts in a variety of applications. **Prerequisite: MTH 125 or consent of the instructor.**

300. Methods of Teaching Mathematics: Secondary**3 credits**

Teacher candidates in secondary mathematics who take this course will use the Common Core Standards as a primary resource as they develop lesson plans that are appropriate for grades 6-12. The candidates will create a number of lessons in different areas (algebra, geometry, statistics, calculus, middle school math) and teach them to their classmates. Emphasis will be on making mathematics exciting and approachable with the use of technology and hands-on activities. **NOTE:** This course does not count toward the 36 credits required for a major in mathematics, but it is highly recommended for pre-service teachers. **Students must be mathematics majors of at least sophomore standing with an education minor.**

333. Geometry**3 credits**

This course is a critical examination of the foundations of plane geometry, using an axiomatic approach. It includes the study of both Euclidean and non-Euclidean geometries. Proofs are emphasized.

336. Differential Equations**3 credits**

This course studies differential equations from a practical viewpoint. It combines the formal exercises of integrating the various standard types of differential equations with the setting-up of equations for problems from the natural sciences.

Prerequisite: MTH 126 or equivalent.

341. Probability**3 credits**

This course is an introduction to probabilistic models and the theory of probability. It includes the study of conditional probability, random variables of one, two and higher dimensions, as well as some characterizations of discrete and continuous random variables. **Prerequisite:** MTH 125 or consent of the instructor.

342. Statistics**3 credits**

This course presents an introduction to inferential statistics beginning with a brief overview of descriptive statistics and probability, including discrete and continuous distributions, and the central limit theorem. The main emphasis is on estimation, hypothesis testing, and selected tests for small samples. It culminates in analyses of variance and bivariate data with correlation and linear regression.

Prerequisite: MTH 125 or consent of the instructor.

355. Independent Study**1-3 credits****390. Internship****3-9 credits****431. Modern Algebra****3 credits**

This course is that portion of Abstract Algebra that studies elementary group theory. It considers the properties of groups, subgroups, and functions; this leads to groups of permutations and groups isomorphic to them. Homomorphisms of groups along with the induced quotient groups culminate in the Fundamental Homomorphism Theorem; this rounds out the course.

432. Modern Algebra II**3 credits**

This course is that portion of Abstract Algebra that studies elementary ring theory including ideals and quotient rings. It follows with a study of field theory and closes with a look at rings of polynomials and extension fields. **Prerequisite:** MTH 431 or consent of instructor.

437. Theory of Numbers**3 credits**

This course treats the elementary properties of integers. It studies divisibility of integers, Euclid's Algorithm, solutions to Diophantine Equations, prime numbers, congruencies and quadratic residues.

439. Numerical Analysis (CMP 439)**3 credits**

This course develops algorithms involving iteration to approximate solutions to various kinds of problems. It studies finite differences, interpolating polynomials for numerical differentiation and integration, as well as the solution of equations and differential equations. The hand calculator and personal computer are the normal tools for this course.

Prerequisite: MTH 126 or consent of the instructor.

441. Historical Perspectives in Mathematics**3 credits**

This course, the capstone, is a seminar on historical topics from the great theorems and thinkers of mathematics. Students make oral and written presentations from their independent, though not necessarily original, research. Portfolios are to be kept by each student. **Prerequisite:** Junior or Senior Math major or consent of the instructor.

445. Real Analysis**3 credits**

This course is a modern, topological approach to real analysis. It deals with the concepts of bounded sets; convergence of sequences and sub-sequences of real numbers; continuous functions on metric spaces; open and closed sets; connectedness, completeness, and compactness; Riemann integrals and derivatives; law of the mean; fundamental theorems of calculus; and improper integrals. **Prerequisite:** MTH 235 or consent of the instructor.

446. Topics In Mathematics**3 credits**

Students with demonstrated skills and background may select, with a designated professor, topics to be studied during a semester. Topics might be chosen from such subjects as vector analysis, complex variables, cryptology, fractals, chaos theory, or even actuarial studies, including the SPSS statistical computer package. **Prerequisite:** consent of the instructor.



*Lady Puma
runners
clearing the
hurdles.*

MUSIC

The aim of the Department of Music is to further the intellectual and aesthetic development of the student through the medium of music theory and practice, secular and sacred. The student majoring in music may concentrate in applied music, theory and composition, church music, or music education. Students concentrating in church music may emphasize organ, voice, choral conducting, piano, guitar or composition. Students concentrating in music education may emphasize a keyboard instrument, a band instrument, or voice. (See Notes on page 161 for ensemble participation requirements for the various concentrations).

MAJOR IN MUSIC - Students may elect to concentrate in one of four areas:

Applied Music—51 credits	Music Education—53 credits
Church Music—45 credits	Theory & Composition—49 credits

REQUIRED: Music courses for all concentrations: 24 credits

120 Music Theory I	222 Music Theory IV
121 Sight Singing & Ear Training I	223 Sight Singing & Ear Training IV
122 Music Theory II	331 Music History & Lit I
123 Sight Singing & Ear Training II	332 Music History & Lit II
220 Music Theory III	433 Music History & Lit III
221 Sight Singing & Ear Training III	434 Music History & Lit IV

Applied Music Concentration:

REQUIRED: 7 credits

352 Choral Conducting or	429 Form and Analysis
353 Instrumental Conducting	
458 Recital (given on primary instrument or voice)	

Plus: any one of the following courses (2 credits): 235 Diction I; 260 Vocal Pedagogy; 336 Diction II; or 340 Composition.

REQUIRED: 14 credits of Applied Music on primary instrument or voice, and 4 credits of Piano.

Theory and Composition Concentration:

REQUIRED: 15 credits

328 Counterpoint	445 Choral Arranging
344 Instrumental Arranging	458 Recital*
429 Form & Analysis	

*To include compositions by student in the major, but not necessarily performed by that student.

REQUIRED: 8 credits of Piano and 8 credits of Composition.

Church Music Concentration:

REQUIRED: 7 credits

352 Prin of Choral Conducting

458 Recital (given as liturgical service)

429 Form & Analysis

445 Choral Arranging

Choose 1 course (2 credits) from: 328 Counterpoint or 429 Form and Analysis

REQUIRED: 6 credits in Liturgy (502-528, summer only)

Choose one of the following emphases (12 credits):

Organ: 8 credits plus 4 credits of piano

Piano: 8 credits plus 4 credits of organ

Voice: 8 credits plus 4 credits of piano

Guitar: 8 credits plus 4 credits of piano

Conducting: 353 Instrumental Conducting and 354 Advanced Conducting;
plus 4 credits of piano and 4 credits of voiceComposition: 6 credits of Composition; plus 4 credits of piano and 2
credits in voice, an instrument or tech class.**Music Education Concentration:**

REQUIRED: 4 credits

272 Choral/Inst. Methods

273 Teaching Music 5-12

Choose an area of emphasis (25 credits)

*All level specialist in instrumental and general music

160 Brass Techniques

161 Woodwind Techniques

251 High String Techniques **or**

252 Low String Techniques

267 Percussion Techniques

344 Instrumental Arranging

353 Instrumental Conducting **or**

354 Orchestral Conducting

453 Adv. Instrumental Conducting **or**

454 Adv. Orchestral Conducting

REQUIRED: 7 credits of applied music on primary instrument, and 4 credits of piano.

*All level specialist in vocal and general music

235 Diction I

336 Diction II

352 Choral Conducting

260 Vocal Pedagogy

452 Advanced Conducting

445 Choral Arranging

REQUIRED: 13 credits of applied music with a minimum of 6 piano and 7 voice.

REQUIRED: Minor in Education (27 credits)

Requirements for Licensing Endorsements:

-Instrumental and Orchestral majors seeking a vocal endorsement must take 235, 260, 445, 2 credits of applied voice and 2 additional credits of piano as well as 1 vocal ensemble each semester. MUS 452 will be waived in lieu of taking MUS 353.

-Vocal majors seeking an instrumental endorsement must take 160, 161, 263, 267, 344 and 353 as well as one instrumental ensemble each semester. MUS 453 will be waived in lieu of taking MUS 352.

MINOR IN MUSIC (18 credits)

REQUIRED: 8 credits

120 Music Theory I

121 Sight Singing and Ear Training I

122 Music Theory II

123 Sight Singing and Ear Training II

Also choose any 4 credits from the following:

MUS 331 Music History and Lit I

MUS 433 Music History and Lit III

MUS 332 Music History and Lit II

MUS 434 Music History and Lit IV

ELECTIVES: Any 6 credits in Music (not including ensembles).

NOTES: For all students majoring or minoring in music, participation in a faculty-directed major ensemble each semester is required. Students completing the all-level major in music with vocal emphasis are to participate in chorus each semester. Students completing the all-level major in music with instrumental emphasis are to participate in band each semester. For those concentrating in church music, participation in chorus is required each semester. The required participation applies to every semester that the student is enrolled in the College.

All music majors must pass a piano proficiency examination prior to graduation. A student is to enroll for piano lessons every semester until the proficiency examination is passed.

Each semester all music majors will perform in at least one of the several student recitals unless specifically excused by the chairman of the department.

Courses in applied music and/or composition may not be audited.

Must have a 2.750 cumulative GPA and pass Praxis I prior to official acceptance into the Teacher Education Program, prior to Co-teaching.

All students completing the Music Education Concentration are required to take one credit of private lessons in their principal performance medium in each of their first seven semesters.

COURSE DESCRIPTIONS

- 010. Synthesis of Music History I (to 1700)** **1 credit**
(Summers only)
- 011. Synthesis of Music History II (1700-1900)** **1 credit**
(Summers only)
- 012. Synthesis of Music History (20th Century)** **1 credit**
(Summers only)
- 013. Intro Music Fundamentals** **3 credits**
An introduction to Music Theory reviewing the basic tools and terminology needed to succeed in Music Theory I.
- 015. Band** **1 credit**
Band participation required: three hours of class time per week and several performances per semester. No more than four band credits may be used towards graduation by a non-music major.
- 016. Concert Choir** **1 credit**
Chorus participation required: three hours of class time per week and several performances per semester. No more than four chorus credits may be used towards graduation by a non-music major.
- 017. Jazz Band** **1 credit**
A study of jazz and contemporary music in a performance-based setting. Students will learn music both by reading and by ear. No more than four jazz band credits may be used towards graduation by a non-music major.
- 018. Vocal Jazz Ensemble** **1 credit**
A study of jazz and contemporary music in a performance-based setting. Students will learn music both by reading and by ear. No more than four jazz ensemble credits may be used towards graduation by a non-music major.
- 019. Chamber Singers** **1 credit**
Chorus participation required: three hours of class time per week and several performances per semester. No more than four chamber singers credits may be used towards graduation by a non-music major. Participation in concert Choir is required.
- 020. Flute Choir** **1 credit**
The Flute Choir is open to students of all majors desiring to be a member of an ensemble dedicated to playing musical literature from all eras composed specifically for flute ensembles. No more than four flute choir credits may be used towards graduation by a non-music major.

021. Orchestra**1 credit**

Orchestra participation required: Three hours of class time per week and several performances per semester. No more than four orchestra credits may be used towards graduation by a non-music major.

022. Chamber Orchestra**1 credit**

Orchestra participation required: Three hours of class time per week and several performances per semester. No more than four chamber orchestra credits may be used towards graduation by a non-music major.

023. Wind Ensemble**1 credit**

Band participation required: Three hours of class time per week and several performances per semester. No more than four wind ensemble credits may be used towards graduation by a non-music major.

024. Alternative String Orchestra**1 credit**

A study of jazz and contemporary music in a performance-based setting. No more than four jazz orchestra credits may be used towards graduation by a non-music major.

120. Music Theory I**2 credits**

Notation; elements of music (rhythm, melody, harmony); tonality; triads in root position; harmonic progression, part writing and voice leading; harmonization; Roman numerals; cadences; melodic line; phrase, period, and sequence. Various written exercises and analysis of scores.

121. Sight Singing and Ear Training I**2 credit**

Development of skills for reading and writing music. Includes basics of movable "Do" solfege, diatonic stepwise melodic music reading, Curwen hand signs, stepwise melodic dictation, modal identification, chord function and basic rhythm dictation.

122. Music Theory II**2 credits**

Continuation of MUS 120. C clefs; transposing instruments; inverted chords; figured bass; root movement; harmonic rhythm; diminished triads; non-harmonic tones; the dominant seventh chord and secondary dominant chords; development in melodic line; harmonic sequence. Various written exercises and analysis of scores. **Prerequisite:** MUS 120.

123. Sight Singing and Ear Training II**2 credit**

A continuation of MUS 121. Progressively complex skills in reading and writing music. Includes a reinforcement of basics, with gradual inclusion of skip-wise intervals. Fluency of Curwen hand signs and solfege, with inclusion of secondary dominant chromaticism, natural minor modes, error detection, chord functions in literature, harmonic dictation, complex rhythmic dictation, and chord quality identification. **Prerequisite:** MUS 121.

130. Music Appreciation**2 credits**

An introduction to, and survey of, music—vocal and instrumental, sacred and secular, "serious" and "popular" from antiquity to the present.

139. Teaching of Music Grades 5-12**2 credits**

This course will cover those elements necessary to teach music in the secondary school setting. Included will be an overview of teaching both instrumental and vocal music at this level plus discussions on such activities as field trips, conducting band and choral camps, purchasing instruments and uniforms, fundraising, recruiting, and how to start a beginning band or choir.

148. Brass Techniques**2 credits**

Fundamentals in brass instruction for students studying music education as a vocation.

149. Woodwind Techniques**2 credits**

Fundamentals in woodwind instruction for students studying music education as a vocation.

220. Music Theory III**2 credits**

Continuation of Music 122. Modulation, pivot chords; secondary leading tones; diminished seventh chords, elementary forms; instrumental part writing; diatonic seventh chords. Various written exercises and analysis of scores. **Prerequisite:** MUS 122.

221. Sight Singing and Ear Training III**2 credit**

Continuation of MUS 123. Inclusion of chromatic scales, harmonic implication, full chromatic solfege and Curwen hand signs, melodic and harmonic minor modes, melodic dictation with large intervals, harmonic analysis, sequence, phrase relationships and cadences, two-voice dictation, nonharmonic tones. **Prerequisite:** MUS 123

222. Music Theory IV**3 credits**

Continuation of MUS 220. The Neapolitan sixth chord; chords of the augmented sixth, ninth, eleventh, and thirteenth chords; pentatonic scale; modal, whole-tone scales; impressionism, chromaticism; atonality; 12-tone method. Various written exercises and analysis of scores. **Prerequisite:** MUS 224.

223. Sight Singing and Ear Training IV**2 credit**

Continuation of MUS 221. Mastery of diatonic and chromatic single part solfege with Curwen hand signs. Homophonic and polyphonic reading, mastery of accidentals, voice leading, all minor modes. Mode identifications, aural analysis; key phrase and cadence relationships, harmonic dictation; secondary dominants, modulation, Neapolitan and augmented 6th chords. Special vocal techniques. **Prerequisite:** MUS 221

235. Diction for Singers I**2 credits**

Course for students majoring in applied voice, sacred music and music education. This course presents the basics for singing in the five major languages: Latin; Italian; English; French; and German. Use of International Phonetic Alphabet (IPA) is part of this course. This course is required for music education majors with a vocal emphasis.

238. Choral and Instrumental Methods for Elementary and Middle School Music Educators**2 credits**

A study of basic musical experiences normally available in elementary and middle schools; means and methods of providing these experiences; investigation and training in Orff, Dalcroze, and Kodaly methods; investigation of school music texts, choral literature, and audiovisual aids. **Prerequisite: MUS 120 or equivalent.**

250. Percussion Techniques**2 credits**

Fundamentals in percussion instruction for students studying music education as a vocation.

251. High String Techniques**2 credits**

Fundamentals in high string instruction for students studying music education as a vocation.

252. Low String Techniques**2 credits**

Fundamentals in low string instruction for students studying music education as a vocation.

260. Vocal Pedagogy**2 credits**

Designed for the future professional singer, studio teacher or K-12 educator, this course explores aspects of healthy singing, including an understanding of the vocal mechanism, breathing and formant theory. Topics regarding solo vs. choral techniques and classroom dynamics will also be discussed. No prerequisite.

331. Music History and Literature I**2 credits**

A survey of music history and literature from Antiquity through the Renaissance.

332. Music History and Literature II**2 credits**

A survey of music history and literature from the Baroque Period.

336. Diction II for Singers**2 credits**

Advanced course for students majoring in applied voice, church music and music education. This course presents the basics for singing in the five major languages: Latin, Italian, English, French, and German. Use of International Phonetic Alphabet (IPA) is part of this course. This course is required for music education majors with a vocal emphasis.

340. Composition**2 credits**

Composition of simple melodies and of simple two-part works. Composition of original works in simple binary and ternary forms, for solo voice with accompaniment or for instrumental solo with accompaniment.

346. Marching Band Techniques**2 credits**

Study of, and practice in, creating band shows, to include arranging the music, charting formations, drill, and organization and administration of a marching band, with special reference to the styles of certain large university bands and their adaptability to band programs of varying sizes and conditions.

352. Principles of Choral Conducting**2 credits**

Fundamentals of choral score-reading and baton technique emphasizing “focal point” conducting.

353. Principles of Instrumental Conducting**2 credits**

Fundamentals of instrumental (band and orchestral) score-reading and baton technique.

354. Principles of Orchestral Conducting**2 credits**

Fundamentals of orchestral score-reading and baton technique emphasizing an examination of historical conducting styles and techniques.

355. Independent Study**1-3 credits****428. Counterpoint****2 credits**

A course in counterpoint to four parts. Analysis and composition. A detailed study of various chorale-based forms, fugue, and Baroque variation forms, as well as Bach's *Art of the Fugue*.

429. Form and Analysis**2 credits**

An extended and concentrated study of larger music forms, including selected works from the *Well-Tempered Clavier* by Bach, the keyboard sonatas by Beethoven, and the orchestral, chamber music, and keyboard literature from the Classical Period through the Contemporary Period. **Prerequisite:** Music 122.

433. Music History and Literature III**2 credits**

A survey of music history and literature from the Baroque through Classical periods.

434. Music History and Literature IV**2 credits**

A survey of music history and literature from the Romantic period through early 20th Century.

445. Choral Arranging**2 credits**

Prerequisite: MUS 120 or equivalent or permission of instructor.

452. Advanced Choral Conducting	2 credits
Prerequisite: MUS 352, 353 or 354 or permission of instructor.	
453. Advanced Instrumental Conducting	2 credits
Prerequisite: MUS 352, 353 or 354 or permission of instructor.	
454. Advanced Orchestral Conducting	2 credits
Prerequisite: MUS 352, 353 or 354 or permission of instructor.	
458. Recital	1 credit
A fee of \$150.00 is assessed for this course.	

COURSES IN APPLIED MUSIC

Private Instruction

Variable credits

No more than 20 credits of applied music (exclusive of techniques courses) may be applied toward fulfilling graduation requirements. There is a \$150 applied music fee for each credit of applied music. A student receives 10 lessons a semester for each credit. Lessons normally begin the 3rd week of the semester. Students must successfully complete the end of the year juries before moving on to the next level. (i.e., 100 level juries must be successfully completed before moving on to the 200 level).

A—Voice	K—Trumpet
B—Piano	L—Horn
C—Organ	M—Baritone
D—Guitar	N—Trombone
F—Flute	O—Tuba
G—Oboe	P—Percussion
H—Clarinet	Q—Violin
I—Bassoon	R—Conducting
J—Saxophone	S—Harp

Private instruction is recorded in the following manner:

- First number indicates level (Fr., So., Jr., Sr.)
- Second number indicates semester (1st or 2nd)
- M = number of credits (e.g., M means 2 credits).

NURSING

Saint Joseph's College and St. Elizabeth School of Nursing, private Roman Catholic post-secondary institutions have entered into an agreement to offer a cooperative nursing education program of study that stimulates students, preparing to practice professional registered nursing as diploma/bachelor's prepared graduates, to think analytically, pursue independent learning experiences, and develop a greater awareness of and sensitivity toward themselves and others. This is accomplished by the synthesis of knowledge obtained from the liberal arts, sciences, and nursing through the visions and values of our Franciscan and Missionaries of the Precious Blood traditions. Our purposes are:

- To prepare graduates to practice proficiently with compassion as nurse generalists in a variety of care settings for clients across the lifespan.
- To promote an environment that values life-long learning of individuals who are confident in confronting the issues and complexities of delivering quality care today and in the future, with intelligence, faith, service, and stewardship.
- To prepare graduates to assume leadership roles giving witness to the Christian Humanism values of justice, respect and commitment to human solidarity and interdependence on local, national and global levels.

MISSION: PREPARING NURSES TO CONTINUE CHRIST'S MINISTRY.

OUTCOMES/COMPETENCIES

Upon completion of the Saint Joseph's College and St. Elizabeth School of Nursing Cooperative Nursing Program, the graduate will:

1. Practice professional nursing through assessment, nursing diagnosis, and intervention to actual and potential health problems.
2. Formulate clinical judgments while delivering safe and effective nursing care in a variety of settings across the lifespan.
3. Collaborate with health care professionals and consumers to promote the health and welfare of individuals, families, and communities.
4. Communicate effectively with individuals, families, communities, and members of the health care team.
5. Contribute to the ongoing appraisal of nursing practice through the application of evidence-based research findings.
6. Approach community health-nursing practice issues from a population based perspective.
7. Function as a culturally competent advocate incorporating respect for life, human dignity, and disparate beliefs and values while delivering wholistic care.
8. Exemplify accountability and responsibility for one's own nursing practice consistent with established professional, legal, and ethical standards.

The curriculum offered by the Saint Joseph's College - St. Elizabeth School of Nursing Cooperative Nursing Program is a seamless integrated Diploma-Bachelor of Science in Nursing (BSN) curriculum that prepares the graduates to become eligible to take the National Council Licensure Examination for Registered Nurse (NCLEX-RN). The unique characteristics of this program are:

- A nursing educational program based in the Diploma – Hospital tradition of early “hands-on” clinical experiences and approved by the Indiana State Board of Nursing and accredited by the Accrediting Commission for Education in Nursing (ACEN), formally known as NLNAC.
- A regionally accredited college – authorized to offer the Bachelor of Science in Nursing (BSN).
- The baccalaureate program of Saint Joseph's College which is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

After successful completion of the NCLEX-RN examination, the graduate may be licensed to practice as a Registered Nurse. To register in any other state, the nurse must apply for licensure by endorsement and meet the requirements of that state.

The program requires 130 semester credits and is offered in a multiple track option in order to best meet the needs of the student. The program may be completed in:

- Three (3) academic years plus summers (approximately 121 weeks or 30 months) for the student wishing to complete in a traditional Diploma track. *or*
- A more standard four (4) academic years with the summer semester off from required academic work. *or*
- An accelerated option for an individual already holding a Bachelor's or higher degree in another major in which they can complete the program with the diploma and receive the BSN in approximately 84 weeks or 21 months.
- An RN to BSN completion program for a graduate from a diploma or associate degree program holding a current RN license.

BASIC DIPLOMA-BSN PROGRAM REQUIREMENTS (130 CREDITS)

REQUIRED: Core 1,2,3,4,7,8,9,10 (39 credits)

Science – 6 courses (19 credits)

BIO 121, 122 Anatomy & Physiology I & II

BIO 123 Intro Microbiology

BIO 212 Analysis of Pathophysiological Concepts

BIO 213 Analysis of Pharmacotherapeutics

CHM 101 Introduction to General Chemistry

Nursing (73 credits)

NUR 127 Essential Concepts of Basic Nursing Skills and Assess. (5)

NUR 128 Basic Skills and Assessment Across the Lifespan (5)

NUR 201 Community – Health Promotion (0.5)

NUR 202 Community Assessment (0.5)

NUR 204 Statistical Analysis for Healthcare Providers (3)

NUR 221 Interpersonal Analysis (6)

- NUR 222 Lifespan Analysis (6)
- NUR 304 Implementation: Contemporary Issues in Nursing Practice (3)
- NUR 313 Community -- Risk Reduction (0.5)
- NUR 314 Community -- Analysis (0.5)
- NUR 323 Planning For Nursing Care of Reproductive Years (6)
- NUR 324 Planning for Nursing Care of Infants through Middle Adults(6)
- NUR 333 Community Disease Prevention (0.5)
- NUR 334 Community Planning (0.5)
- NUR 343 Implementation: Concepts of Mental & Maternal Health (6)
- NUR 344 Implementation: Care of Clients with Complex Deviations in Health (6)
- NUR 440 Transcultural Health Issues (3) **or**
- NUR 441 Practical Spanish for Healthcare Workers (3)
- NUR 445 Community: A Quality of Life Approach (6)
- NUR 446 Leadership: Developing a Quality Nursing Ethic (6)
- NUR 450 Nursing Research: An Evidence-Based Approach (3)

Graduation Requirements

- Achieve a minimum of 130 semester credits and a cumulative grade point average of 2.000 for the Diploma-BSN degree from the St. Elizabeth School of Nursing – Saint Joseph’s College Consortium Program. The last 30 semester hours must be taken in residence.
- Achieve a required “C” grade or better in:
 - ☐ Human Anatomy & Physiology (4-6 credits)
 - ☐ Introductory Chemistry (3 credits)
 - ☐ Introductory Microbiology (3-4 credits)
 - ☐ Pathophysiology (3 credits)
 - ☐ Pharmacology (3 credits)
 - ☐ General Education – Liberal Arts
 - Core 1 – The Contemporary Situation (6 credits)
 - Core 2 – The Modern World (6 credits)
 - Core 10 – Christianity and the Human Situation (Health Care Ethics) (3 credits)
 - ☐ All Nursing courses of the major
 - To qualify for a “C” grade or better in a Nursing course with a clinical component, the student must demonstrate an overall “C” average on all test and quizzes of the course and satisfactorily achieve the clinical requirements.
- Achieve a cumulative GPA of 2.000 or better in Core requirements.
- Show evidence of reasonable professional competency in nursing as demonstrated by achieving a satisfactory observed score on program determined national standardized examinations during the student’s last year of nursing course work.
- Have met financial and/or other graduation requirements as published in the School Catalog/Student Handbook.

BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN) REQUIREMENTS FOR CURRENTLY RN LICENSED GRADUATE WITH A DIPLOMA OR ASSOCIATE DEGREE

REQUIRED: **Core** 1,2,3,4,7,8,9,10 (39 credits)

Science (19 credits)

- BIO 121, 122 Anatomy & Physiology I & II
- BIO 123 Intro Microbiology
- BIO 212 Analysis of Pathophysiological Concepts
- BIO 213 Analysis of Pharmacotherapeutics
- CHM 101 Introductory General Chemistry

Electives (9-12 credits)

Nursing (61 credits)

- Previous Nursing Credits (30)
- NUR 204 Statistical Analysis for Healthcare Providers (3)
- NUR 304 Implementation: Contemporary Issues in Nursing Practice (3)
- NUR 400 Health Assessment Process (4)
- NUR 444 Community as Client (3)
- NUR 445 Community: A Quality of Life Approach (6)
- NUR 446 Leadership: Developing a Quality Nursing Ethic (6)
- NUR 440 Transcultural Health Issues (3) **or**
- NUR 441 Practical Spanish for Healthcare Workers (3)
- NUR 450 Nursing Research: An Evidence-Based Approach (3)

NOTES: Current Licensed RN to BSN student:

1. must have completed and graduated from a state and nationally accredited RN program with a minimum of 40 credits in nursing;
2. must hold a valid Indiana license for Registered Nurse or if a recent graduate, be eligible for the NCLEX-RN exam in Indiana and successfully pass the NCLEX-RN exam and obtain a current and valid RN license prior to enrolling in required nursing courses with a clinical element of the course;
3. is granted thirty (30) semester credits in nursing for previous nursing courses for graduates of a nationally accredited RN (Diploma or Associate Degree) program. Graduates of programs that are not nationally accredited will be required to demonstrate nursing curriculum content equivalency by means of submitting acceptable nationally normed standardized test score to the Department of Nursing for consideration, or by submitting a portfolio for credit for previous nursing courses.

If there are any questions regarding the national specialized nursing accreditation status of the BSN degree of the Nursing major of Saint Joseph's College, please contact the Division Coordinator of the Department of Nursing.

COURSE DESCRIPTIONS

127. Essential Concepts of Basic Nursing Skills and Assessment 5 credits

This course provides an introduction to essential concepts of nursing. Early entry into the clinical setting provides opportunities for beginning nursing knowledge and professional behaviors. Basic care skills and assessments are applied in the care of individuals.

128. Basic Skills and Assessment Across the Lifespan 5 credits

This course is a continuation of basic nursing skills and assessments across the life span. Socialization into the profession of nursing will be further explored. Growth and development patterns and knowledge will be assessed and applied in various clinical settings.

201. Community Health Promotion 0.5 credit

This course focuses on the concept of health promotion and community health nursing. The clinical focus will be on health promotion and prevention within a variety of community based agencies. **Must be taken prior to or concurrent with NUR 202, and concurrent with NUR 221 and/or NUR 222.**

202. Community Assessment 0.5 credit

This course focuses on the assessment of the community through application of concepts and principles of collaborative nursing care related to health promotion of individuals in the community. The clinical focus will be on health promotion and prevention within a variety of community based agencies. **May be taken concurrently with NUR 202 and concurrently with NUR 221 and/or NUR 222.**

204. Statistical Analysis for Healthcare Providers 3 credits

This course is designed to involve the learner in employing and analyzing mathematical techniques that are used by researchers to organize, summarize and interpret the results from research studies. Descriptive statistics, inferential statistics, inferences about means and mean differences, correlation and nonparametric tests will be discussed.

221. Interpersonal Analysis 6 credits

This course is designed to involve the learner in analyzing professional relationships while providing nursing care for individuals, groups and families in a variety of settings. The focus will be on adapting therapeutic communication based on an understanding of physiological and psychosocial strengths and needs. **Pre or co-requisite: NUR 201 or NUR 202.**

222. Lifespan Analysis**6 credits**

This course is designed to involve the learner in applying the process of analysis while providing nursing care for clients throughout the lifespan in a variety of settings. Growth and development concepts will be explored with an emphasis on health promotion from infant through middle adult. The pediatric population will be a focus of this course. **Pre or co-requisite: NUR 201 or NUR 202.**

304. Implementation: Contemporary Issues in Nursing Practice**3 credits**

This course is designed to provide an overview of the development and contemporary status of nursing. A variety of legal, ethical, moral and professional issues pertinent to nurses will be examined and discussed. The changing health care system, the economics and social policies that drive these changes, and the impact that these changes have on nursing will be discussed at length.

313. Community Risk Reduction**0.5 credit**

This course focuses on the impact of the environment and epidemiology on the family and individual in the context of the community. Data related to the selected target community will be collected and compiled. Clinical focus on caring for individuals, groups and families at selected agencies in the community. **Must be taken prior to or concurrently with NUR 314, concurrently with NUR 323 and/or NUR 324.**

314. Community Analysis**0.5 credit**

This course continues with the community assessment process, looking specifically at lifestyle factors and impact of health care delivery systems. Data collected about the community will be analyzed and preliminary problem identification will occur. Clinical will focus on applying the nursing process to caring for individuals, groups, and families, in the context of the community. **May be taken concurrently with NUR 313, concurrent with NUR 323 and/or NUR 324.**

323. Planning for Nursing Care of the Reproductive Years**6 credits**

This course explores the planning of nursing care for individual and family health related to genitourinary and reproductive issues. Environmental and societal factors are considered while promoting optimal health throughout the reproductive years.

324. Planning for Nursing Care of Infants through Middle Adults**6 credits**

This course explores the planning of nursing care for increasingly complex health issues on the diverse and vulnerable populations of the infant through middle adult. The client's health and high-risk behaviors, and how they impact the family and society, will be analyzed. Moral, ethical and environmental concepts will be integrated throughout.

333. Community Disease Prevention**0.5 credit**

This course explores the concepts of disease prevention in the context of the community in which individuals, groups and families interact. The impact of healthy versus unhealthy communities will be discussed. Clinical will focus on applying the nursing process to caring for individuals, groups, and families in the context of the community. **Must be taken prior to or concurrent with NUR 334, concurrent with NUR 343 and/or NUR 344.**

334. Community Planning**0.5 credit**

This course explores the concepts of collaborating with the community to plan interventions to deal with needs, strengths and problems in the realms of health and illness. The focus will be on community health promotion, prevention, risk reduction and wellness. Clinical will focus on applying the nursing process to caring for individuals, groups, and families in the context of the community. **May be taken concurrently with NUR 333, concurrent with NUR 343 and/or NUR 344.**

343. Implementation: Concepts of Mental & Maternal Health**6 credits**

This course is designed to prepare the learner to implement nursing care to individuals, families and communities with complex mental and maternal health needs. Evidence-based practice will be implemented utilizing basic and complex technologies. The course will integrate the learner's previous knowledge, skills, and experiences in the provision of nursing care.

344. Implementation: Care of Clients with Complex Deviations in Health**6 credits**

This course is designed to assist the learner to implement contemporary-based practice strategies while providing care for clients with complex deviations in health. Management of client care will include the utilization of basic and complex technologies. Emphasis will be on expansion of the learner's knowledge base and clinical judgment, as a participant in the health care team, incorporating concepts of professionalism and caring.

400. Health Assessment Process**4 credits**

This course is designed for the RN student. It allows the student to hone current skills of inspection and auscultation, to develop skills of palpation, and percussion and the skill of using additional assessment instruments for an exam. There will be an emphasis on using the nursing process to identify client problems and develop a plan of care. The final course assessment will require the student to complete a Client History, a Head-to-Toe Physical Exam, and the development of a problem list and care plan.

440. Transcultural Healthcare Issues**3 credits**

This course promotes cultural competency in the delivery of health care. The ultimate goal is for the learner to recognize, understand and appreciate cultural similarities and differences between their cultural orientation and another.

441. Practical Spanish for Healthcare Workers**3 credits**

This course emphasizes vocabulary building with a focus on the development of conversational skills used in healthcare settings and in the daily life of the Spanish-American community. It provides essential points in Spanish grammar for students whose profession requires a working knowledge of Spanish.

444. Community as Client**3 credits**

This course has as its core, the synthesis of nursing practice and public health practice as it applies to promotion and preserving the health of a specific, identified community. Learners will work with aggregate groups to identify community problems. The learners will focus on primary and secondary care and after assessing a community's needs, propose a plan to address the needs of the identified community.

445. Community: A Quality of Life Approach**6 credits**

This course involves the learner in addressing quality of life issues of the individual, family and global community. Concepts related to the older (adult) population will be included.

446. Leadership: Developing a Quality Nursing Ethic**6 credits**

This course involves the learner in synthesizing professional nursing knowledge and skills to manage resources in an ever-changing health care climate. A major focus is the synthesis of personal qualities of effective leadership and management.

450. Nursing Research: An Evidence-Based Approach**3 credits**

Basic concepts and principles of research are considered within the context of nursing. The research report is used as the framework for understanding research. Emphasis is placed on the importance of evidence-based nursing by critiquing clinical research articles in order to determine whether research findings are reflected in nursing practice.

Prerequisite: Completion of Cluster II.



A nursing student practicing blood pressure check.

PARAMEDIC SCIENCE

MISSION – Preparing paramedics to continue Christ’s ministry

St. Elizabeth Regional Health (Lafayette) and Saint Joseph’s College (Rensselaer), two Roman Catholic institutions with closely related values and commitments, have concluded a consortium agreement for the purpose of offering a joint program leading to the Associate of Science degree in Paramedic Science. Among the distinctive characteristics of this program is the way it integrates up-to-date paramedic education, the understanding of being human that comes from the liberal arts, and the spiritual values of the Sisters of St. Francis and the Missionaries of the Precious Blood. The result is that students who are preparing, through this program, to practice as paramedics will have the opportunity to gain not only the professional knowledge and skills required of paramedics, but will also strive to think analytically and critically, to pursue independent and lifelong learning, and to develop greater awareness and sensitivity toward themselves and others. More specifically expressed, the purpose of the degree program is:

- To prepare the graduate to practice proficiently and with compassion as a paramedic in a variety of emergency care settings for clients and their families across the lifespan.
- To conduct the program in an environment that values lifelong learning by individuals who have the confidence to confront the issues and complexities of delivering quality health care today and in the future with intelligence, faith, service, and stewardship.
- To prepare graduates to assume leadership roles in their profession and also to give witness, personally and professionally, to the Christian Humanist values of justice and respect for human dignity and interdependence on local, national, and global levels.

PROGRAM OBJECTIVES

- Cognitive Domain:** Upon completion of the program, students will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their role as EMT-P practitioners.
- Psychomotor Domain:** Upon completion of the program, students will demonstrate technical proficiency in all the skills necessary to fulfill the role of EMT-P practitioners.
- Affective Domain:** Upon completion of the program, students will demonstrate personal behaviors consistent with professional and employer expectations for the EMT-P practitioner.

SPECIAL ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the College, there are additional ones for admission to this particular program. These are listed in the Student Handbook for the program and include, among others, EMT and CPR certifications, a physical exam, and a range of vaccinations—all necessary prerequisites for assignments in the clinical parts of the program. Students are urged to consult with the advisors at St. Elizabeth well before the start of any semester in the program.

DEGREE REQUIREMENTS

The Associate Degree in Paramedic Science requires 64 credit hours from the following courses:

Cores 1, 2, 3, and 4	24 credits	(See page 68.)
Biology 211 and 214	8 credits	(See page 90 & 91.)
Paramedic courses	32 credits	
111, 112, 114, 116, 117, 118, 211, 212, 214, 215, and 220		

Students must earn a grade of “C” in every course and in the Final Comprehensive Exam. All these courses will be offered in Lafayette at the St. Elizabeth School of Nursing.

COURSE DESCRIPTIONS

111. Paramedic Prep. I

3 credits

An overview of the Emergency Medical Services System and its components and their relationships are presented. EMS roles and responsibilities and the well-being of the paramedic are discussed. The essential principle of standards of care, medical liability, areas of potential medical liability, and medical liability protection are introduced. An overview of stress, reaction to stress, anxiety, paramedic job stress, and dealing with death and dying is discussed. Introduction to venous access is also taught.

112. Paramedic Prep. II

3 credits

Lifespan development, therapeutic communications, crime scene awareness, incident commands, rescue awareness, hazmat, and WMD are discussed. Students will also complete CEVO III driving instruction. History taking, techniques of a physical exam, and patient assessment are covered. **Prerequisites:** BIO 211, PAR 111.

114. Clinical I

1.5 credits

This is an introduction for the student to emergency patient care. It provides experience in caring for patients in the emergency department under the supervision of a registered nurse. It also provides the opportunity to practice and perform patient assessments, IV therapy, endotracheal intubations (after surgical rotation), and therapeutic communication techniques in the emergency and the surgery departments. This course is taught in conjunction with PAR 116. **Prerequisites:** BIO 211, PAR 111.

116. Airway Management**1.5 credits**

The fundamentals of airway management, including a review of airway anatomy and physiology, assessment, management, ventilation, and suction. General patient assessment, initial management, including scene survey, initial assessment, resuscitation, focused/detailed exam, history, definitive field management, and re-evaluation are reviewed. **Prerequisites:** BIO 211, PAR 111.

117. Clinical II**2 credits**

This is an introduction for the student to emergency patient care. The course provides experience in caring for patients in the pre-hospital setting under the supervision of a paramedic. Provides the opportunity to practice and perform patient assessments, IV therapy, endotracheal intubations, and therapeutic communication techniques. Also provides the opportunity to attend ALS audit and review. This course is taught in conjunction with PAR 118. **Prerequisites:** PAR 114, 116.

118. Trauma**2 credits**

This is an overview of the kinematics of trauma, primary survey, resuscitation, secondary survey and management, monitoring and transporting the trauma victim. The pathophysiology of shock, care of shock, and oxygenation are covered. The course defines the parameters and discusses the anatomy and physiology as related to burn injuries, presents pathophysiology related to specific sources of burns, and presents patient-related detailed assessment and specific management of burns. Internal Trauma Life Support (ITLS) certification must be obtained for successful completion of the Associate of Science degree in Paramedic Science. **Prerequisites:** PAR 114, 116.

211. Cardiology for Paramedics**4 credits**

Cardiology and dysrhythmia recognition relative to pre-hospital intervention are emphasized. EKG interpretation in the field and 12-lead ECG acquisition and interpretation are also covered in this course. Care of cardiac patients, including management of cardiac arrest events, is presented. Advanced Cardiac Life Support (ACLS) certification must be obtained for successful completion of the Associate of Science degree in Paramedic Science. **Prerequisites:** BIO 214, PAR 117.

212. Medical Emergencies**5 credits**

Pulmonology, respiratory management, etiology and treatments of medical emergencies associated with nervous, endocrine, and reproductive systems. Course includes presentation of allergies and anaphylaxis, gastroenterology, toxicology, infections and communicable disease, environmental conditions, and behavioral and psychiatric disorders. Also considered is the management of the pediatric, geriatric, and chronic care patient. **Prerequisites:** BIO 214, PAR 117 and 118.

214. Clinical III**2 credits**

Provides the student with clinical rotation experience with the medical director to follow how pre-hospital care affects continued care given in the emergency department setting. A community service project and an EMS teaching opportunity are also included in this clinical experience. This course is taught in conjunction with PAR 211.

Prerequisites: BIO 214, PAR 117 and 118.

215. Clinical IV**1 credit**

Provides experience in the hospital environment or other medical settings under supervision. The emphasis is on gaining experience in the management of neonatal, pediatric, obstetric, critical, cardiac, and psychiatric patients. It also provides opportunity to practice assessments, communication, and management of patients ranging in age from neonate to geriatric. Skills such as airway management, suctioning, IV establishment and maintenance, medication administration via different routes (paternal, eternal, aerosolized), suctioning, EKG interpretation, and therapeutic communications will be used. This course is taught in conjunction with PAR 212.

Prerequisite: PAR 214.

220. Clinical Mentorship**6 credits**

Students will do a field internship that provides on the job experience in all phases of pre-hospital basic and advanced life support. All practical skills tested by the National Registry for Paramedics exam will be formally reviewed and practiced. A general review of the total paramedic curriculum will be presented. Student's practical skills experience through PAR 114, 117, 214, 215, and this course must demonstrate competence in the objectives listed as required by the National Standard Curriculum, DOT, 1998. Also during this course, students must successfully pass International Trauma Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support sub-courses.

Prerequisite: PAR 215.



The Puma football team celebrates after a victory.

PHILOSOPHY

The study of religion and philosophy offers students the opportunity to investigate in a systematic way the ultimate questions about life, reality, truth, value. All students deal with these questions in some manner in the Core Curriculum as part of the religious identity of the College. For students interested in pursuing these issues in a more systematic and developed way, the department offers a major in Philosophy and Religion with two concentrations.

The concentration in Philosophy provides the student with the opportunity for serious reflection on these ultimate questions. Philosophical skills such as thinking clearly, organizing coherently through the investigation of various philosophers and philosophical ideas from both western and non-western thought throughout history are an integral aspect of this concentration.

A concentration in Philosophy would benefit a student interested in studying Philosophy in graduate school or a variety of career options.

A concentration in Religion is for the student who desires to investigate these ultimate questions from a religious perspective. Students will investigate the human response to the divine through an investigation of religious experience and theological concepts such as creeds, worship and morality.

The Religion concentration is an excellent preparation for students wishing to pursue graduate theological or ministerial education.

MAJOR IN PHILOSOPHY AND RELIGION (36 credits)

REQUIRED: 9 credits

PHL 101 Introduction to Philosophy: Human Nature
REL 101 Introduction to Theology
REL/PHL 450 Senior Seminar

PHILOSOPHY TRACK (27 additional credits)

PHL 112 Logic	PHL 222 Medieval Philosophy
REL 131 Introduction to World Religions	PHL 331 Modern Philosophy
PHL 241 Eastern Thought	PHL 332 Contemporary Thought
PHL 221 Ancient Philosophy	

Any 6 credits of Philosophy or Religion electives numbered 200 or higher

RELIGION TRACK (See Religion Dept., page 203)

MINOR IN PHILOSOPHY (18 credits)

REQUIRED: 9 credits

PHL 101 Intro to Philosophy: Human Nature	PHL 241 Eastern Thought
PHL 112 Logic	

ELECTIVES: Any 9 credits in Philosophy.

COURSE DESCRIPTIONS

101. Introduction to Philosophy: Human Nature

3 credits

This course provides a general introduction to the methods, history, and topics of Philosophy through an examination of human nature. The course examines the nature of being human and the meaning of human existence. Students are introduced to the topics in philosophy, e.g., logic, ethics, epistemology, metaphysics, and philosophical method (logic). Students will develop their skills for critical reading of philosophical texts and reflect on fundamental questions about themselves as humans and their relationships to others and to God.

112. Introductory Logic (POL 112)

3 credits

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The classical logic of the syllogism is covered via the Venn diagram method. Symbolic logic involves the propositional calculus, the logic of predicates and classes, and formal proofs of validity-invalidity. The treatment of induction emphasizes scientific method and the logical concept of probability. The aim of the course is both theoretical and practical; it aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking.

142. Christian Bioethics (REL 142)

3 credits

This course examines significant issues in contemporary biomedical ethics. Students learn the major theological/philosophical principles employed by bioethicists and application of these principles to important cases. Students discuss current issues in contemporary health care within the context of the Christian perspective of respect for the dignity of human persons. The central question of the course is whether certain actions and practices affecting human life and health are consistent with an understanding of human beings as created in the *image and likeness of God*.

211. Philosophy of Religion (REL 211)

3 credits

This is the departmental introduction to the philosophical study of religion. Emphasis is placed on the reasoned reflection on human experience of the divine. Students will learn to reflect in a systematic way about the nature of God, as well as several related religious issues.

221. Ancient Philosophy (POL 221)

3 credits

A study of the philosophic thought and work of Plato and Aristotle as well as the thought and work of their predecessors. Selected Platonic dialogues and selections from the major works of Plato's best student, Aristotle, will be the focal point of examinations and discussion.

222. Medieval Philosophy**3 credits**

This course is a study of the development of philosophy in a period when Greek thought merged with Christian faith. The works of several major thinkers of the period, such as Augustine, Thomas Aquinas, and Duns Scotus, will be examined, as well as the writings of many less influential, but still important, philosophers of the time. Special emphasis will be placed on the contemporary relevance (both secular and religious) of this rich period of philosophy.

231. Modern Philosophy**3 credits**

This course covers the period from roughly 1600 to 1900, a time when the distinction between philosophy and the specialized disciplines arose. Special attention will be given to the works of Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, and Kant, among others. This class provides a solid introduction to epistemology and metaphysics, as well as background for PHL 232.

232. Contemporary Thought**3 credits**

A survey of the principle currents of thought in the western world since 1900. The course will examine existentialism and the other, major philosophical schools of thought (Marxism, Pragmatism, Positivism, and Linguistic Analysis). Correlations between philosophic thought and the politics, scientific theories, art, and literature of the times will be studied. Especially recommended to English and history majors.

241. Eastern Thought**3 credits**

This course introduces students to the views of Indian, Chinese, and Japanese philosophy. It examines the unique perspectives of Eastern thought on enduring philosophical problems, such as the concepts of "person" or "god," and also compares them to Western points of view.

341. The Classics of Political Thought (POL 341)**3 credits**

This course is a survey of seminal works in Political philosophy. Students examine and evaluate the political thought of thinkers such as Cicero, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx and Nietzsche.

342. Contemporary Political Philosophy (POL 342)**3 credits**

This course is a survey of contemporary political thought. Students examine and evaluate selected works from contemporary political philosophers such as John Rawls, Robert Nozick, Thomas Nagel, Michel Foucault, Martha Nussbaum and others.

355. Independent Study**1-3 credits****358-359. Great Thinkers****6 credits**

An advanced study of enduring philosophic interest. The course's content is determined by the interests of the members of the department, the general faculty, and the students. Specifics are announced as the course is scheduled.

421. Metaphysics**3 credits**

A search for the ultimate explanation of being human in the world in which we live; an inquiry into the changing, acting and existing that we experience in ourselves and in the world. Special emphasis is placed upon the relevance of metaphysical conclusions to human living.

422. Ethics: Problems of Acting**3 credits**

An inquiry into the nature, the problems, the methods of ethics and theories of the good. Special attention is given to aiding students to clarify for themselves their own lived values.

434. Philosophy of Law (POL 434)**3 credits**

An analysis and evaluation of the principle theories on the nature and the purpose of law currently taught in the great law schools of the United States: natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.

450. Seminar in Religion and Philosophy**3 credits**

This is the capstone course for the department. A major paper will be written by students under faculty mentoring that demonstrates the student's mastery of the issues and methods of their concentration in Religion or Philosophy. Students will then present their research to the departmental faculty.

458- 459. Great Issues in Philosophy**6 credits**

An advanced study of themes of enduring philosophic interest. The course's content is determined by the interests of the members of the department, the general faculty, and the students. Specifics are announced as the course is scheduled.



Student giving presentation in a philosophy class symposium.

PHYSICAL EDUCATION

Courses in physical education are designed to provide sound theory and practical application in Physical Education. The curriculum acquaints students with professional skills, techniques and competencies while attending to their cognitive, psychomotor and affective development. Teacher preparation and certification K-12 includes majoring in physical education (with required courses for licensure) with a minor in education. The non-school-based physical education concentration provides for preparation in health club/wellness management, athletic sales, and recreation/leisure.

MAJOR IN PHYSICAL EDUCATION - Non-Teaching (36 credits)

- BIO 121 – 122 Human Anatomy/Physiology
- PE 111 History & Philosophy of PE
- PE 112 Organizations, Administration of PE, Athletics, and Intramurals
- PE 115 Tumbling & Apparatus
- PE 171-178 Sports Activities/PE 125 Swimming (4 cr)
- PE 217 Rec/Social Dance
- PE 221 Kinesiology
- PE 222 Basic Athletic Training
- PE 223-224 CPR/First Aid
- PE 241 Leisure and Recreation
- PE 250 Concepts of Fitness
- PE 327 Physiology of Exercise

Note: *PE 112 & PE 241 are optional for teaching licensure. May be taken as electives.*

Note: **Teaching Licensure Requirements - All of the P.E. major courses, plus the following:**

- PE 215 Activities for Elementary Grades
- PE 216 Nutrition
- PE 311 Measurements in Physical Education
- PE 321 Psychomotor Learning & Development
- PE 326 Org & Adm of Health Education
- PE 331 Adaptive Physical Education

ELECTIVES: Any 2 credits in Physical Education

2.750 cumulative GPA prior to official acceptance into the Teacher Education Program, prior to Co-teaching.

MINOR IN PHYSICAL EDUCATION (18 credits)

REQUIRED: 7 courses (14 credits)

- BIO 121 & 122 Human Anatomy & Physiology
- PE 111 History & Philosophy of PE
- PE 112 Organizations, Administration of PE, Athletics, and Intramurals
- PE 223 CPR Training
- PE 224 Red Cross First Aid
- PE 250 Concepts of Fitness

ELECTIVES: 4 credits in Physical Education after consultation with advisor.

COURSE DESCRIPTIONS

111. History and Philosophy of Physical Education **2 credits**

A basic course presenting a critical evaluation of social, economic, and political forces associated with the development of physical education throughout its history, and introducing the student to the fundamental facts and principles associated with motivation, program, instruction, supervision, administration, and evaluation in the field of physical education.

112. Organizations, Administration of Physical Education, Athletics and Intramurals **2 credits**

Addressing or developing a philosophy based upon institutional policy and client needs relative to the administration of public or private programs. Emphasis upon historic contributions and directed toward scientific application(s) of theory 21st Century scenarios.

115. Tumbling and Apparatus **2 credits**

This course includes instruction in tumbling, rhythmic, kinesthetic exercise as well as instruction in apparatus work leading to and understanding and appreciation of all round gymnastics.

118. Driving Range Instruction **3 credits**

Methods and techniques employed in behind-the-wheel instruction including: tracking, turns, parking and turnabouts with a special emphasis in accident avoidance; all in a controlled environment. **Departmental approval required.**

119. Traffic Safety and Risk Management **3 credits**

The course is designed to prepare teachers in methods, materials and administrative techniques related to effective driver education in the secondary schools. The course will include consideration of the areas of vehicle capabilities and limitation, highway safety regulations and control, and the dynamics of traffic safety. Students are expected to evaluate and adopt the PUMA model.

125. Swimming–Water Safety **1 credit**

Beginning swimming skills; stroke improvement, rescue and water safety.

168-178. Sport Activities**1 credit each**

These courses emphasize the teaching techniques, knowledge, background, rules, basic fundamentals, game strategy, and the selection and care of equipment for the sport.

168. Adventure Education**169. Rhythms****171. Bowling, Volleyball, Team Handball****172. Basketball, Archery, New Games****173. Track and Field Events****174. Soccer, Speedball, Football****175. Tennis, Badminton, Pickleball****176. Softball, Golf, Field Hockey****177. Aerobics, Weight Training, Plyometrics****178. LaCrosse, Rugby, Fencing**

Limit of 4 credits from 168-178 count toward graduation requirements. Physical education majors and minors receive regular letter grades in these courses; all other students receive Pass/Not-pass grades.

215. Activities for Elementary Grades**3 credits**

An overview of dramatic play, games, rhythmic, playground/gymnasium procedures and methods relating to planning and implementing lesson plans with an emphasis on developing professional leadership values that promote expertise and professionalism.

216. Nutrition (ATH 216)**3 credits**

Overview of nutrition as it relates to societal needs and available information. The examination of current theories and literature in nutrition as it relates to fitness and health with special emphasis on somatotypical differences and trends.

217. Recreational and Social Dance**2 credits**

This course is an overview of recreational and social dance forms starting with a review of basic movement and continuing through the Schottische, Fox Trot, Waltz, Magic Step, Rhumba, Cha Cha, Tango, Lindy Hop, Square Dance. Course may also include other dance forms such as Line and Swing.

221. Kinesiology (ATH 221)**3 credits**

The study of human motion. The course covers a basic analysis of human movement through a study of mechanical principles and the functions of muscles, levers and neuromuscular controls. This includes an analysis of movements involved in various sports with emphasis on proper movements and identification of the causes of errors in performance.

BIO 121, 122 or departmental approval required.

222. Basic Athletic Training (ATH 222) 3 credits

This course focuses on the basic aspects of athletic training, accomplished through lecture and laboratory experiences. The basic athletic training student will gain knowledge in the following areas: prevention, recognition and care of athletic injuries; physical conditioning; medical nomenclature; evaluation of padding and protective devices; basic taping and rehabilitation principles. **BIO 121, 122 or departmental approval required.**

223. CPR Training 1 credit

Standard Red Cross CPR training. A fee is assessed for this course.

224. Standard Red Cross First Aid (First Responder) 1 credit

Training in First Responder's role in aiding victims of sudden illness or accident course. A fee is assessed for this course. **Prerequisite: PE 223**

238. Sports Management (SPM 238) 3 credits

This course reviews the theories of human resource management within a sports purview. Several models are presented and students are asked to develop their own model to fit the environment they expect to occupy (e.g., coaching, teaching, administrative).

240. Recreation Field Experience 1-3 credits

A planned excursion into recreation via camping experience, nature study, series, or a combination of active/passive activities. **Project acceptance by Vice President for Academic Affairs and Physical Education Staff required.**

241. Leisure and Recreation 3 credits

Bimodal emphasis providing broadest possible understanding of worthy and productive use of leisure time. Designed to develop professional leadership and to maximally inform consumer.

244. Sociology of Sport (SPM 244) 3 credits

The course reviews basic terminology of Sociology of Sport. The goal of the class is to apply a sociological lens to ethical issues, fair play to gender equity and social criticisms of world sports and athletes through the incorporation of academic writing, popular media, personal experiences and observations.

250. Concepts of Fitness 2 credits

This course is designed to encourage students to learn facts about, gain experiences in dealing with, and develop/sustain positive attitudes toward motor, physical, physiological, psychological, and nutritional aspects of the human being. Specific areas of study include physical fitness, nutrition, stress management, and use of lifetime sports. Students will have several opportunities to assess various aspects of their own fitness/wellness (status and behaviors).

311. Measurement Theory and Assessment**3- 4 credits**

Teacher candidates will gain practical experience in the knowledge base, construction, and application of formal and informal assessments. Emphasis is placed on the documentation and analysis of student outcomes. Includes Professional Field Experience. **Fee.**

320. Behind the Wheel Instruction**3 credits**

This course is designed to provide laboratory experience in "behind-the-wheel" instruction. The course will include a sequence of activities and drills necessary in the dual control instructional automobiles, a familiarity with the use of classroom simulators, computer instruction, and testing procedures for safe driving techniques. **Departmental approval required.**

321. Psychomotor Development and Motor Learning**3 credits**

This course is designed to provide students with knowledge and practical experience that will enhance their effectiveness in understanding and analyzing development as it relates to reflexes, fundamental motor skills, non-locomotor movements, locomotor skills, manipulative skills, perceptual motor, perception and action in development, sensory motor, cognition, and social and cultural constraints in development. Students need to be exposed to theoretical foundations and applications describing development, an understanding of development and skill analyses necessary when providing services to improve movement patterns and to recognize delays over a lifespan.

323. Advanced Athletic Training (ATH 323)**3 credits**

This course focuses on the advanced aspects of athletic training, accomplished through lecture and laboratory experiences. The advanced athletic training student will gain knowledge in the following areas: advanced injury recognition, taping procedures and rehabilitation; diet; drug education; budget and supplies; facility design; physical therapy modalities; history and code of ethics of N.A.T.A. **Departmental approval required.**

324. Psychology of Coaching**3 credits**

A study of the psychological and social forces which have impacted relationships among: coaches, performers and spectators, and the effect(s) of those relationships on human behavior. **Prerequisite: PSY 110 or department approval.**

325. Measurements in Health and Physical Education**3 credits**

A study of measurement and evaluation as applied to health, physical education, and recreation. Principles of test construction, types and characteristics of individual and group tests, application of such tests to school populations and evaluation of results. Includes computer applications.

326. Organization and Administration of Health Education 3 credits

This course is designed to prepare students for their role as health educators and to develop administrative skills for the coordination of the school health/wellness program in conjunction with community health agencies and services. It provides a comprehensive knowledge base of the health/wellness continuum from birth to death including mental and physical deterrents to optimal health that confront the school-age population. Provides curriculum development K-12 and includes: stress management/coping mechanisms, substance abuse, STDs, HIV/AIDS, and issues germane to specific cultural needs within school populations.

327. Physiology of Exercise (ATH 327) 3 credits

A study of the physiological functions of the body designed to provide the student with a basic understanding of the physiological principles underlying the processes that are so important to physical fitness and athletic performance. "Hands-on" client experience(s) provided in Wellness Maintenance Laboratory. **Departmental approval required.**

328. Therapeutic Modalities and Exercise (ATH 328) 3 credits

This course focuses on the theory, principles, and practice of the healing and physical restoration of the injured athlete. Knowledge will be gained in the areas of rehabilitation of injuries, treatment techniques, the use of physical agents, and different techniques used to help promote the body's healing process. Course topics will be covered through lecture and laboratory experiences. **Prerequisite: BIO 122.**

331. Adaptive Physical Education 3 credits

This course will provide content and disciplinary concepts related to understanding how individuals with disabilities differ in their approach to learning and development. It is designed to prepare teachers to plan developmentally appropriate verbal and nonverbal instructional units adapted to these differences.

348. Organization and Leadership in Sports (SPM 348) 3 credits

This course examines the challenges of managing human behavior in organizations. It emphasizes leadership, motivation, communication, human relations, group dynamics, job design, organizational development, and managing a diverse work force.

410. Facility Management and Event Planning (SPM 410) 3 credits

This course helps develop a student's understanding and knowledge of the competencies necessary to manage and operate sport facilities and events through theory and application.

425. Field Experience in Sports Management (SPM 425) 3 credits

A learning experience in the application of sport management knowledge and skills to organizations within the sport industry (as approved by the program coordinators), including professional, interscholastic, collegiate and amateur. **Junior or Senior status with approval of program coordinators.**

455. Independent Study

1-3 credits

490. Internship

3-9 credits



Student athletes at SJC.



POLITICAL SCIENCE

The Political Science major offers students an opportunity to gain a systematic understanding of the role of government and political behavior in human societies of the past and present. Such understanding is an important element of a modern college education and contributes significantly to professional and civic judgment. Concentration in political science serves as an appropriate undergraduate preparation for the teaching or practice of politics, entry into law school, government, business, teaching or the foreign service.

MAJOR IN POLITICAL SCIENCE (37 credits)

REQUIRED: 6 courses (19 credits)

101 American Politics	104 Political Theory
102 Comparative Politics	225 Statistics
103 International Relations	401 Seminar in Political Science

Choose 3 credits from:

112 Introductory Logic	323 Argumentation and Debate
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Students must also specialize in two of the following three subfields. One subfield, from which the students will choose three courses (9 credits), will constitute the student's primary subfield. The second subfield, chosen by the student, will constitute the student's secondary subfield. Six credits must be taken from this subfield.

American Politics Subfield

204 Topics in Constitutional Law	404 Constitutional Law – The Bill of Rights
304 Presidency and Congress	405 Policy Analysis
403 Constitutional Law – The American Community	

Comparative and International Politics Subfield

Choose 6 credits (3 if secondary subfield) from:

209 U.S. Foreign Policy	407 International Law & Organizations
406 Human Rights	410 International Finance

Choose 3 credits from:

242 Latin American Politics	345 Modern Middle East
343 History of Modern Asia	

Political Theory Subfield

221 Ancient Philosophy	342 Contemporary Political Philosophy
341 The Classics of Political Thought	434 Philosophy of Law

MINOR IN POLITICAL SCIENCE (18 CREDITS)

REQUIRED: 4 courses (12 credits)

101 American Politics	103 International Relations
102 Comparative Politics	104 Political Theory

In addition, students must take two courses (6 credits) of Political Science electives; these courses must be taken from two different subfields (see major).

COURSE DESCRIPTIONS**101. American Politics****3 credits**

A study of the formal and informal institutions of American national government and politics: The Constitution, the Presidency, Congress, the federal court system, political parties, pressure groups, public opinion, recent foreign policy, the federal bureaucracy, voting behavior. Attention is also given to current problems and issues.

102. Comparative Politics**3 credits**

A comparison of modern political life in different types of societies. Similarities, differences, and alternative explanations of the patterns of modern politics are evaluated.

103. International Relations**3 credits**

An examination of the modern context of international relations: nationalism, imperialism, power politics, the evolution of supranational forms of political organizations, and the politics of international security, global trade, and international law. Major power shifts of the 1990s will guide discussion about the future prospects for international conflict and peace.

104. Political Theory**3 credits**

An analysis of a number of concepts and ideas through a consideration of the work of such authors as Ayn Rand, Elie Wiesel, Albert Camus, Upton Sinclair, Ursula Le Guin, Arthur Koestler, and Aldous Huxley.

112. Introductory Logic (PHL 112)**3 credits**

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The classical logic of the syllogism is covered via the Venn diagram method. Symbolic logic involves the propositional calculus, the logic of predicates and classes, and formal proofs of validity-invalidity. The treatment of induction emphasizes scientific method and the logical concept of probability. The aim of the course is both theoretical and practical; it aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking.

204. Topics in Constitutional Law**3 credits**

A concentrated analysis of the work of the United States Supreme Court in a specific area of law. In addition to the work of the Court, students in this class are also exposed to a large number of extra-legal analyses of the areas under consideration.

209. U.S. Foreign Policy (HST 209)**3 credits**

A survey of the major ideas, factors, and decisions that have and continue to shape U.S. foreign policy. The course includes in-depth analysis of several challenges and decisions facing current foreign policy makers.

221. Ancient Philosophy (PHL 221)**3 credits**

A study of the philosophic thought and work of Plato and Aristotle as well as the thought and work of their predecessors. Selected Platonic dialogues and selections from the major works of Plato's best student, Aristotle, will be the focal point of examinations and discussion.

225. Statistics (PSY 225, SOC 225)**4 credits**

An introduction to statistical methods covering data description, graphing techniques, measurement scales, standardized scores, correlation, regression, elementary probability, repeated measures and independent-groups t-tests, one way and factorial analysis of variance, chi-square, and general non-parametrics. The approach to these topics is more conceptual than numerical or mathematical. A prior knowledge of junior high school algebra is strongly encouraged.

242. Latin American Politics**3 credits**

This course is an introduction to the cultural, social, and economic origins of modern Latin American political systems. Part one of the course will trace the origins of Mexico, the Caribbean, Central America, and South America from Spanish and indigenous origins through colonization and independence. Part two of the course will focus on authoritarian and democratic regimes from 1945 to the present.

304. The Presidency and Congress**3 credits**

An examination of the evolution of the Presidency and Congress from Independence to the present.

323. Argumentation and Debate (COM 323)**3 credits**

The study of argumentation techniques used in formal and content debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues. **Prerequisite: Core 4.**

341. The Classics of Political Thought (PHL 341)**3 credits**

This course is a survey of seminal works in political philosophy. Students examine and evaluate the political thought of such thinkers as Cicero, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx and Nietzsche.

342. Contemporary Political Philosophy (PHL 342)**3 credits**

This course is a survey of contemporary political thought. Students examine and evaluate selected works from contemporary political philosophers such as John Rawls, Robert Nozick, Thomas Nagel, Michel Foucault, Martha Nussbaum and others.

343. History of Modern East Asia (HST 343)**3 credits**

A survey of the historical development of Asia and East Asia in the 18th through 21st centuries with a focus on local patterns of societal, cultural, economic, and political development, with special attention paid to China, Japan, Korea, and Vietnam.

345. Modern Middle East (HST 345)**3 credits**

A survey of the major developments in the Middle Eastern countries between Libya in the West and Iran in the East with a major emphasis on late 19th and 20th century trends.

401. Seminar in Political Science**3 credits**

Builds on classes the student has taken in the discipline and the College's Core Program by emphasizing reflective assessment and the development of an original research proposal. **Junior or Senior standing: Students must submit a portfolio of written work to the faculty member teaching this course before they can enroll in the course.**

403. Constitutional Law –The American Community**3 credits**

An examination of Supreme Court decisions concerned with the separation of powers, federalism, the regulation of commerce contracts, taxing and spending, and the state police power.

404. Constitutional Law – The Bill of Rights**3 credits**

An examination of Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association, and religion; church-state relations; racial discrimination; political radicalism and subversion; procedures in criminal prosecution.

405. Policy Analysis**3 credits**

An introduction to theories of policy making, policy evaluation, policy implementation, agenda setting, etc., through an analysis of government and private activity in such areas as foreign policy, school desegregation policy and housing policy.

406. Human Rights**3 credits**

An investigation of human rights practices and violations worldwide with a focus on the theoretical foundations of human rights claims.

407. International Law and Organizations**3 credits**

A study of the origins, relevance, and potential of international law and organizations. Areas such as human rights, international criminal law, environmental law, women's rights, and organizations such as the United Nations, International Monetary Fund, World Trade Organization and non-governmental organizations are covered.

410. International Finance (ECN 410, FIN 410)**3 credits**

An introduction to international trade and international financial markets. The trade component covers comparative advantage, tariffs, the benefits and costs of increasingly open global trade. The markets component covers topics on balance of payments, foreign currency markets, hedging with forwards, futures and options, and special considerations for businesses conducting international trade.

415. Topics in Political Science**3 credits**

434. Philosophy of Law (PHL 434)**3 credits**

An analysis and evaluation of the principle theories on the nature and the purpose of law currently taught in the great law schools of the United States; natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of the practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law students.

455. Independent Study**1-3 credits**

This class provides students with an opportunity to develop an original research program with consent of the instructor. While students are encouraged to register for Independent Study, the course cannot be counted toward progress in the major or minor.

490. Internship**3-9 credits**

Students are strongly encouraged to consider the possibility of obtaining practical experience in a political organization/institution of their choice. Organizations with an international or domestic focus might be considered by the student. Faculty support is available for arranging internship credits. Up to nine credits can be earned for the internship. Internship credits can be taken as part of the students' general college electives and cannot be counted toward progress in the major or minor.



Student enjoying a meal in the café.

PSYCHOLOGY

Psychology is a field of inquiry that is sometimes defined as the science of mind, sometimes as the science of behavior. It concerns itself with how and why organisms do what they do. The phenomena that psychology takes as its province cover an enormous range. Some border on biology, others on social sciences such as anthropology and sociology. Fundamentally, psychology concerns itself with four major topics or questions: action (What is it that organisms do and how do they do it?); learning (What do organisms know and how do they come to know it?); social behavior (What influences do social interactions have on the individual's actions, motives, thoughts, and knowledge?); and, individual differences (How and why do individuals differ in their actions, cognitions, and social behaviors?).

A major in psychology is an appropriate preparation for a wide range of vocational paths. Psychology majors have traditionally been able to pursue advanced degrees in areas other than psychology (e.g., law, medicine, literature, journalism, business administration, organizational behavior, etc.) as well as in any of the specialized areas within psychology proper (e.g., clinical, counseling, school, industrial, experimental, etc.). Psychology majors have also traditionally been able to secure immediate employment in a wide range of careers outside mainstream psychology (e.g., business administration, management, human service provision, education support positions, and research and development positions) as well as in more traditional psychological positions (e.g., case worker, social worker, guidance counselor, vocational placement specialist, social service provider).

The early childhood minor is open to non-education department students. It is designed to provide knowledge, theory, and practical experience to those students interested in pursuing careers working with young children or graduate study about young children. Field experience placements will be in local social service agencies.

MAJOR IN PSYCHOLOGY (44 credits)

REQUIRED: 44 credits

110 Intro to Psych	125 Theories of Persnality	237 Physiological Psych
119 Marriage & Family	212 Experimental Psych	324 Abnormal Psych
123 Developmntl Psych	216 Social Psych	326 Theories of Counselng
or	225 Statistics	335 Measurmnt & Eval
124 Child & Adol Dev	232 Learning and Cog	446 Systems & Theories
		448 Professnl Seminar

MINOR IN PSYCHOLOGY (18 credits)

REQUIRED: 3 credits: 110 Intro to Psychology

Choose 3 credits from:

- 120 Human Sexuality
- 123 Developmental Psych
- 124 Child and Adolescent Development
- 237 Physiological Psychology

Choose 3 credits from:

- 119 Marriage & Family Life
- 134 Industrial & Organizational Psych
- 216 Social Psychology

Choose 3 credits from:

- 125 Theories of Personality
- 324 Abnormal Psychology
- 326 Theories of Counseling

Choose 3 credits from:

- 232 Learning and Cognition
- 446 Systems & Theories in Psych

ELECTIVES: Any 3 credits in Psychology

MINOR IN EARLY CHILDHOOD (18 credits) FOR NON-EDUCATION MAJORS

REQUIRED: 9 credits

- 110 Intro to Psychology
- 124 Child and Adolescent Development **or** EDC 213 Intro to Exceptionality
- 447 Seminar in Applied Developmental Psychology

Choose 9-10 credits; at least one course from each area:

Education(Early Childhood sections)

- EDC 121 Literacy Learning Envrnmnts
- EDC 211 Interdisciplinary Inquiry
- EDC 221 Strateg for Diverse Classrms
- EDC 321 Culturally Relevant Practice
- EDC 322 Curriculum Theory

P.E & Psychology

- PE 321 Psychomtr Dev. & Motor Learn
- PSY 119 Marriage & Family Life
- PSY 231 Multimedia Educ Early Chldhd
- PSY 326 Thry. Counselng & Psychthrp

COURSE DESCRIPTIONS

098. Concepts of Learning Proficiency

1 credit

Students will explore a model of learning that consists of four major components: characteristics of the learner, the nature of the material, the nature of the assessment tasks, and the activities of the learner. Students will be encouraged to think critically of their role as a student/learner. The course will also provide students with a thorough knowledge of study skills, techniques, and guidelines by which to use them. This course credit does not apply toward a major or minor requirement in psychology.

101. Lab in Alcohol Education

1 credit

A broadly based course which covers the following: human nutrition, use and abuse of drugs and alcohol, homeostasis, sexuality, stress, aging, exercise physiology and changing lifestyles, cancer and radiation, disease and the immune system, heart disease, and human genetics.

110. Introduction to Psychology

3 credits

An introductory survey of the methods, findings, and theories of modern psychology. Areas discussed include: physiological psychology, sensation and perception, learning, motivation, human development, personality, abnormal behavior, therapy methods, and social behavior.

116. Psychology of Personal Adjustment**3 credits**

This course focuses on the factors that influence one's interpersonal effectiveness and satisfaction with life. Self-knowledge and personal application of psychological principles are stressed. Topics covered include: personal growth, intimate relationships, career decision making, loneliness, death, and values clarification.

119. Marriage and Family Life (SOC 119)**3 credits**

A review of the social-cultural factors that shape the nature of courtship, marriage, and family relationships. Special emphasis is placed on changes in contemporary Western societies. The dynamics of marriage and family life are discussed in detail. Self-actualization of individual family members, communication within the family, and task-orientation are taught as skills.

120. Human Sexuality**3 credits**

The major objective of this course is to promote an informed acceptance of one's own sexuality and that of others through a thorough examination of what is now known on the subject. The course focuses on the widely varying range of emotions, attitudes, and behavior that are associated with one's understanding of one's own sexual anatomy and physiology and that of others.

123. Developmental Psychology**3 credits**

This course will study human development from conception to death. The development of human intellectual, emotional, social and psychological processes will be considered as well as certain aspects of physical development. **Prerequisite: PSY 110.**

124. Child and Adolescent Development**3 credits**

This course will focus on the development of children and adolescents and include such topics as physical growth and the development of cognitive, social, emotional and intellectual processes. **Prerequisite: PSY 110.**

125. Theories of Personality**3 credits**

This course is a survey of the major theories that have influenced contemporary thought on the subject of personality. Personality theory itself is viewed as a way of understanding the behavioral consistency an individual exhibits from one situation to another, as well as the behavioral inconsistency a given individual often exhibits. **Prerequisite: PSY 110.**

134. Industrial and Organizational Psychology**3 credits**

This course studies the application of psychological theories and methods to problems in the work context. Special attention will be given to the effects of organizational manipulations on individual behavior. Topics will include current issues and traditional areas (personnel selection, motivation, job satisfaction, work environment, human performance). **Prerequisite: PSY 110.**

212. Experimental Psychology**4 credits**

An examination of the experimental approach to understanding behavior. Students gain experience designing, conducting, analyzing, and reporting experimental research in psychology through laboratory projects. Typical research topics include such areas as social psychology, learning, etc. **Lab fee. Prerequisites: PSY 110 and 225.**

216. Social Psychology (SOC 216)**3 credits**

This course covers material that is at the intersection between Psychology and Sociology. Both of these disciplines take a slightly different yet related approach to the study of social psychology. During this course we will discuss central issues from both Psychological Social Psychology (P.S.P.) and Sociological Social Psychology (S.S.P.). The following topics are covered: research methods, influence, conformity, attribution, attitudes, authority, social influence, gender, self, socialization, symbolic interaction, emotions, status characteristics, social exchange, and interdependence.

Prerequisite: PSY 110 or SOC 111.

225. Statistics (SOC 225, POL 225)**4 credits**

An introduction to statistical methods covering data description, graphing techniques, measurement scales, standardized scores, correlation, regression, elementary probability, repeated measures and independent-groups t-tests, one way and factorial analysis of variance, chi-square, and general non-parametrics. The approach to these topics is more conceptual than numerical or mathematical. A prior knowledge of junior high school algebra is strongly encouraged.

230. Computer Applications in Social Science Research**3 credits**

This course investigates the uses of the computer as a tool in social science research. Topics covered include: history, computer hardware and software, applications in various research settings, programming languages, data collection, data analysis, word processing, and elementary programming. **Prerequisites: PSY 110 and 225.**

231. Multimedia Education for Early Childhood**3 credits**

This course will focus on the use of multimedia technologies in the teaching of art, music, and play to young children and will include supervised experience in working with children. **Prerequisite: PSY 123 or PSY 124.**

232. Learning and Cognition**3 credits**

This course will examine the core principles and theories of learning and cognition. Specific issues include perception, attention, classical and operant conditioning, memory, language, concept formation, reasoning, and problem solving. **Prerequisite: PSY 110.**

237. Physiological Psychology**3 credits**

This course investigates the relationship between the brain and behavior, between physiological functions and behavior. Major emphasis will be placed on understanding the function of the central and peripheral nervous systems and how they relate to areas of motivation, perceptual and motor systems, sleep and wakefulness, language and memory.

Prerequisite: PSY 110.

240. Topics in Psychology/Psychological Services**3 credits**

This course is flexible in content, with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include counseling, guidance, exceptional individuals, problems of the aged, animal behavior, etc.

242. Sleep and Dreams**3 credits**

This course is designed to provide a general overview of the processes of human sleep and dreams. The course is divided into two parts. The first part of the course will investigate the biological components of sleep. The second part of the course is designed to investigate the psychological components of dreams.

244. Drugs and the Central Nervous System (BIO 244)**2 credits**

This course will cover psychotropic medicines and their effects on the human body. Included are the pharmacology of the major classes of psychotropic drugs and the nature of diseases they are used to treat. Also covered will be the nature of drug dependence and addiction as well as a brief history of human's use of psychotropic substances.

Prerequisite: BIO 111-112 or PSY 110.

255. Independent Study in Psychology**1-3 credits**

A flexibly structured course to allow the advanced student to pursue individual study in a specific area under the supervision of a member of the department.

324. Abnormal Psychology**3 credits**

The dynamics of abnormal behavior are studied as the basis for detailed consideration of the neurotic personality, psychosomatic disorders, and behavior deviations. Further topics include the effects of brain injuries and the major psychoses, especially schizophrenia. Considerable attention is given to the specific methods of psychotherapy.

Prerequisite: PSY 110.

326. Theories of Counseling and Psychotherapy**3 credits**

This course is a survey of the major theories that have influenced contemporary psychological thought on the subject of psychotherapy. Psychotherapy is viewed as an interpersonal process designed to bring about modifications of feelings, cognitions, attitudes, and behaviors which have proven troublesome to the person seeking help from a trained professional. The basic assumption of the course is that therapeutic skills and attitudes are learned, not endowed. **Prerequisites:** PSY 110.

330. Career Consultation Lab**3 credits**

The course introduces the major theoretical approaches to career exploration and vocational identity. Activities will include exposure to data collection and interpretation will coincide with an application based experience. **Prerequisites: Junior or senior standing required and 12 hours of Psychology courses**

335. Psychological Measurement and Evaluation**3 credits**

This course is designed to study the theory, administration, scoring and interpretation of the standard instruments employed in psychological measurement and evaluation. Emphasis is given, in particular, to the assessment of intellectual ability, aptitudes and achievement, and personality functioning. **Prerequisites: PSY 110 and 225.**

346. Animal Behavior (BIO 346)**3 credits**

Types of animal behavior are studied in regard to their causation, development, function, ecology and evolution. Students will design and conduct a series of ethograms and experiments and an independent project. Laboratory. **Prerequisite: BIO 111-112 or PSY 110.**

360. Practicum**1-3 credits**

The practicum experience is a supervised out-of-class experience with clinical populations that takes place in a psychological care delivery setting. The purpose of the clinical training experience is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the identity as a psychologist. Evaluation of each student in the clinical field focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. **Prerequisites: PSY 123 or 124, 125, 324, 326, Junior or senior standing.**

390. Field Experience (Internship)**3-9 credits**

An assignment of eight to fifteen weeks with an approved organization. Each student will be assigned to a professional supervisor and will carry out a variety of on-the-job tasks. **Prerequisite: Department approval.**

446. Systems and Theories in Psychology**3 credits**

A comprehensive and synthesizing course for upper-level psychology majors or minors. An attempt is made to integrate the entire field of psychology into a meaningful structure. **Prerequisite: 12 credits of psychology.**

447. Seminar in Applied Developmental Psychology**3 credits**

This course will require that students apply in non-laboratory settings the theory of and research in developmental psychology to promote human growth and development. Supervised field experience with children will be a part of the course. **Prerequisites: PSY 123 or PSY 124, Junior or Senior standing.**

448. Professional Seminar**3 credits**

Intensive consideration of student-selected topics led by the students themselves with guidance from the staff. A major project (e.g., a research experiment or literature review) will be required of all students. Also required will be the presentation of said projects in a colloquium setting. Required for graduation of all students majoring in Psychology.
Prerequisite: 24 credits of psychology.

454. Social Science Seminar (SOC 454)**3 credits**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. By invitation only.



Students participating in the march on Dr. Martin Luther King Jr. Day.

RELIGION

The study of religion and its impact on our world is an integral part of the liberal education offered by Saint Joseph's College. Every student is required to deal with religious and philosophical concepts throughout the Core Curriculum. As a part of its Catholic identity, the College offers a deeper reflection and study of religion through a combined major with philosophy or a minor in religion.

Religious experience is universally a part of the human condition. The religion minor offers the student the opportunity to study and reflect on the foundational sources and the human response to the Divine through a system of beliefs, worship and morality. Both the Core Curriculum and the religious studies department recognize the importance of dialogue in our contemporary pluralistic world. The study of religion requires an integrative mind, utilizing the natural and humane sciences (psychology, sociology, anthropology, linguistics, etc.) and challenges the student toward an expanded world view.

MAJOR IN RELIGION AND PHILOSOPHY (36 credits):

REQUIRED: 15 credits

PHL 101 Intro to Phil: Human Nature

REL 101 Introduction to Theology

REL/PHL 450 Senior Seminar

REL 112 Intro to Christian Scriptures

REL 201 Studies in Moral Theology

Choose one course from each area:

Dogma

REL 231 Ecclesiology & Ecumenism

REL 232 Christianity in History

REL 234 Christology

Worship/Sacraments

REL 331 Sacraments: Encounter w/God

REL 332 Worship, Belief & Praxis

REL 333 Theology & Prac of Ministry

History of Philosophy

PHL 221 Ancient Philosophy

PHL 222 Medieval Philosophy

PHL 231 Modern Philosophy

PHL 232 Contemporary Thought

ELECTIVES: Any 12 credits from Philosophy or Religion.

MINOR IN RELIGION (18 credits)

REQUIRED: 9 credits:

111 Intro to Hebrew Scriptures

112 Intro to Christian Scriptures

101 Introduction Theology

ELECTIVES: Any 9 credits in Religion.

COURSE DESCRIPTIONS

101. Introduction Theology

3 credits

This course provides the student with an introduction to topics, themes and method in theology. The various sub-disciplines, e.g., ecclesiology, systematics, doctrine, in theology will be explored.

111. Introduction to Hebrew Scriptures

3 credits

This course introduces the student to the study of the Hebrew Scriptures. A principle goal of the course is to become familiar with the various methodologies utilized in contemporary scripture study and to become aware of the major themes in the Hebrew Scriptures.

112. Introduction to Christian Scriptures

3 credits

This course provides an introduction to the Christian Scriptures utilizing the tools of modern biblical scholarship. One of the goals of this course is to introduce the student to the sources and foundational themes of the Christian faith through a historical critical investigation of the Christian Scriptures.

131. Introduction to World Religions

3 credits

This course serves as an introduction to the study of religion, a survey of the major religious traditions of the world, and a discussion of selected contemporary ethical and moral issues from the perspective of comparative world religions. The first section of the class will briefly cover popular definitions of "religion," along with central concepts such as "ritual," "myth," and "sacred." The centerpiece of the course is a comparative survey, using the aforementioned concepts, of major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Chinese traditions), supplemented by brief consideration of less prominent traditions (Jains, Sikhs, Baha'i). The final section of the course deals with the views of these major traditions on issues such as pluralism and politics.

142. Christian Bioethics (PHL 142)

3 credits

This course examines significant issues in contemporary biomedical ethics. Students learn the major theological/philosophical principles employed by bioethicists and application of these principles to important cases. Students discuss current issues in contemporary health care within the context of the Christian perspective of respect for the dignity of human persons. The central question of the course is whether certain actions and practices affecting human life and health are consistent with an understanding of human beings as created in the *image and likeness of God*.

201. Studies in Moral Theology

3 credits

An examination of Christian morality within its historical, theological, and psychological framework. This course will examine the principles affecting the moral life as a response to the Divine. It investigates themes such as formation of conscience, sin and guilt, grace and salvation, and the historical development of Christian morality. Special attention will be paid to contemporary concerns in Christian morality.

211. Philosophy of Religion (PHL 211) 3 credits

This is the departmental introduction to the study of religion. Emphasis is placed on human experience of the divine and seeks to awaken an awareness of the diversity of the human response to the concept of the divine.

231. Ecclesiology and Ecumenism 3 credits

A study of the Church through an investigation of several models to assist the student in understanding the nature and role of the Church throughout Christian history into contemporary times. There is special emphasis on ecumenical theology.

232. Christianity in History 3 credits

This course provides a survey of Christian history. Special attention will be given to the methodological concerns of historical investigation. In some cases, a particular historical period may be the focus of the course.

234. Christology 3 credits

An examination of the person Jesus the Christ. Students will be encouraged to investigate the development of the understanding and significance of Jesus through various Conciliar documents, to arrive at their own understanding of Jesus the Christ.

240. Non-Western Religions 3 credits

This course introduces the origins, development, ways of thinking, and methods of practice of a major non-Western religions. Primarily, on a rotating basis, it will focus on either Hinduism, Buddhism, or Islam. Occasionally, it may deal with Chinese traditions or another non-Western tradition.

258-9. Religious Thinkers 3 credits

An in-depth study of various major figures in the history of Christianity. This course offers the opportunity for serious investigation of a variety of religious thinkers utilizing interests of department members and student interest.

331. Sacraments: the Encounter with God 3 credits

This course examines the sacraments as privileged ways of encountering God through human experiences of prayer in an assembled community. The relationship of the sacraments to Jesus and the Church will also be examined. Special attention will be paid to growing ecumenical agreement about sacraments.

332. Liturgy and Belief 3 credits

A study of the expression of Christian worship through art and ritual symbol. An investigation of the role of liturgy in the life of the Church. The various documents of the Church and the liturgy will be examined.

333. Theology and Practice of Ministry**3 credits**

A study of Christian ministry, a theology of ministry, and the contributions to ministry made by other humane disciplines. The role of ordained and lay ministry will be examined as well as assisting the student in beginning to formulate his/her theology of ministry. This course would be recommended for students wishing to participate in some form of Church-related ministry.

340. Evil in the Myth and Literature of World Religions**3 credits**

This course investigates how different cultures and religious traditions dealt with the philosophical "Problem of Evil" and also conceptualized figures or symbols of evil in mythology. In addition to comparing the traditional perspectives and myths of world religions such as Judaism, Christianity, Islam, Hinduism, and Buddhism, the course also traces the persistence and transformation of the issues and symbols of evil into contemporary literature, film, and popular culture.

355. Independent Study**1-3 credits****358-9. Special Studies in Religion****1-3 credits**

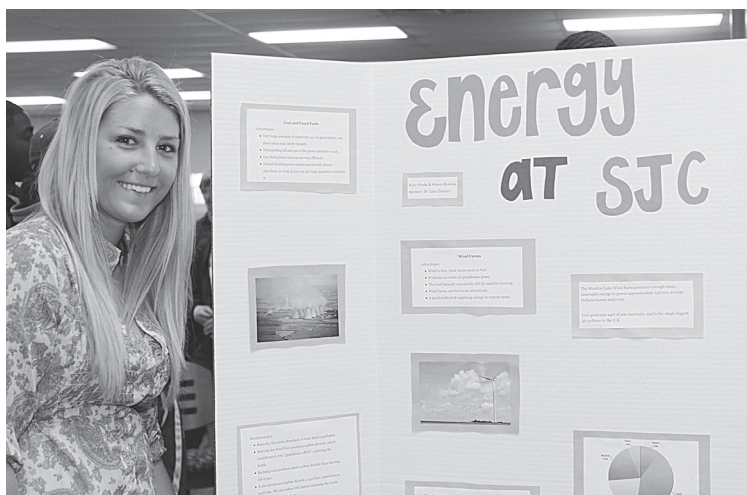
A study in a major religious topic. Courses reflect the interest and research of department members.

391. Ministry practicum**1 credit**

Offered in coordination with Campus Ministry, this offers the student an opportunity to reflect theologically on various ministries that the student has experienced, such as: retreats, youth groups, counseling, advocacy, and service work.

392. Liturgy practicum**1 credit**

Offered in coordination with Campus Ministry, this offers the student an opportunity to reflect theologically on his or her work with campus liturgies, parish liturgical planning, and other liturgical ministries.



A student presents at a poster session during the Undergraduate Colloquium.

SOCIOLOGY

Sociology as a science of society and human interests develops our understanding of how we, as social beings, are woven into the fabric of our society; it aids us in understanding what is happening about us and what social forces are coming to bear on our lives. It is distinguished by two characteristics: 1) its approach to phenomena is scientific; 2) its subject matter is human interaction. The Department of Sociology also strives to introduce students to the scientific study of cross-cultural differences and similarities.

The Sociology major is designed to prepare students for continuing education on the graduate level or for immediate employment especially in social and public service. Those who major in sociology find their studies useful in seeking employment in industrial and personnel management programs, in counseling and directing activities for various age groups and in urban planning careers. Others who have majored in sociology pursued graduate studies in sociology or in the fields of social work, law, business administration, anthropology, education, and public administration.

MAJOR IN SOCIOLOGY (37 credits)

REQUIRED: 25 credits

111 Intro to Sociology	223 Research Methods	321 Social Theory
112 Culture & Society	225 Statistics	328 Social Stratification
114 Social Problems		447 Law and Society

Choose 12 credits from:

115 Gender and Culture	227 Racial & Ethnic Relations
117 Juvenile Justice	228 Social Change
119 Marriage & Family	302 Political Sociology
216 The Individual & Society	324 Research Practicum
220 Criminology	348 Sociology of Education
222 The Social Self: Socialization	442 The Urban Community
226 Industrial Sociology	446 Criminal Law
	454 Social Science Seminar

MINOR IN SOCIOLOGY (18 credits)

REQUIRED: 12 credits

111 Intro to Sociology	114 Social Problems
112 Culture & Society	328 Social Stratification

Choose 6 additional credits in Sociology (200 level or above).

COURSE DESCRIPTIONS

111. Introductory Sociology

3 credits

This course is a study of human relationships. It is an introductory survey of the concepts, theories and methods used to explain social behavior.

112. Culture and Society

3 credits

This course focuses on the great diversity of living cultures revealing the range of human values, world-view, language and adaptations to survival. Theories of differences of culture—pre-literate and modern, the formation of personality and the importance of social structure will be studied.

113. Introduction to Criminal Justice (CJ 113)

3 credits

This course will offer students an overview of the entire field of criminal justice. Students are introduced to: elements of criminal law, profiles of offenders, profiles of victims of crime, the prevalence of crime, the enforcers of law, and the punishment of criminals. The course will also include information about the prevention of criminal activity.

114. Social Problems and Social Welfare

3 credits

In this course American perspectives on social problems and social welfare are placed in historical and theoretical context. Emphasis is given to: 1) the impact of social disparity and political and economic forces on problem/need definition; and 2) the contributions of different theoretical perspectives to problem analyses and strategies of social intervention.

115. Gender and Culture

3 credits

A study of male-female relations from a cross-cultural perspective. Consideration is given to the place of men and women in the social, economic, political and religious realms of various societies, including contemporary America, and to differing theories and conceptualizations of gender role differences and similarities.

117. Juvenile Justice (CJ 117)

3 credits

This course involves a study of the juvenile justice system. Areas of focus include: types of offenders, the extent of the juvenile delinquency problem, historical developments in the handling of juvenile offenders, and the current structure, objectives, responsibilities, and functions of the juvenile justice system.

119. Marriage and Family Life (PSY 119)

3 credits

A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary Western societies. The dynamics of marriage and family life are discussed in detail. Self-actualization of individual family members, communication within the family, and task-orientation are taught as skills.

216. The Individual and Society: Social Psychology (PSY 216) 3 credits

This course covers material that is at the intersection between Psychology and Sociology. Both of these disciplines take a slightly different yet related approach to the study of social psychology. During this course we will discuss central issues from both Psychological Social Psychology (P.S.P.) and Sociological Social Psychology (S.S.P.). The following topics are covered: research methods, influence, conformity, attribution, attitudes, authority, social influence, gender, self, socialization, symbolic interaction, emotions, status characteristics, social exchange, and interdependence. **Prerequisite:** PSY 110 or SOC 111.

220. Criminology (CJ 220) 3 credits

Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of criminal control and rehabilitation. **Prerequisite:** CJ/SOC 113.

222. The Social Self: Socialization 3 credits

A study of the process by which people acquire physical, mental and social skills needed to survive and become both individuals and members of society. The primary focus is on the process of socialization from childhood through adulthood.

223. Research Methods 3 credits

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is given to alternative choices of design, sampling techniques, instruments and appropriate interpretive and analytical procedures encountered in the process of social scientific research. **Prerequisite:** SOC 111.

225. Statistics (PSY 225, POL 225) 4 credits

An introduction to statistical methods covering data description, graphing techniques, measurements scales, standardized scores, correlation, regression, elementary probability, repeated-measures and independent-groups t-tests, one-way and factorial analysis of variance, and chi-square. The approach to these topics is more conceptual than numerical or mathematical. A prior knowledge of junior high school algebra is helpful.

226. Industrial Sociology 3 credits

This course studies the relationships of modern industrial organizations to other institutions in society; political systems, social class systems, and economic systems. In addition to studying relations between the industrial organizations other systems, this course examines concerns within the organizations such as formal and informal behavior and intergroup conflicts and adjustments.

227. Racial and Ethnic Relations 3 credits

An analysis of relations between dominant and minority populations (e.g., racial, ethnic, cultural, and religious groups) in complex societies, with emphasis given to the contemporary United States.

228. Social Change**3 credits**

A study of the origins and nature of collective behavior and its relationship to social change, topics covered include: social movements, community organizations, obstacles to change, patterns and strategies of change.

301. Exploring White-Collar Crime (CJ 301)**3 credits**

This course covers the definitions, causal theories, and prevalence and enforcement/regulation of various white-collar crimes. Topics include, but not limited to: crimes against consumers, the environment, corporate and other fiduciary fraud, crimes by the state, and in the medical and other professions.

302. Political Sociology**3 credits**

A study of the social basis of political behavior and beliefs, and the social foundations of political institutions at both local and extra-local levels.

321. Social Theory**3 credits**

Social theory focuses on the organic, conflict and social behavioristic schools of theory. Representatives studied are the classical social theorists Durkheim, Marx, and Weber and selected modern theories. This course is an upper-level course required of majors and generally taken in junior or senior year. **Prerequisite: SOC 111.**

324. Research Practicum**3 credits**

Continuation of SOC 223. Emphasizes implementation of sociological research design and planning. **Prerequisites: SOC 111 and 223.**

328. Social Stratification**3 credits**

Basic theories of social stratification are presented and used in description of the stratification system in the United States. Comparisons to stratification systems in other parts of the world will be analyzed. Topics covered include stratification by race, class, and gender, with a macro-level approach. Opportunities for social mobility in the current stratification is assessed and discussed. **Prerequisites: SOC 111.**

332. Crime Preventions (CJ 332)**3 credits**

This course will emphasize the prevention of criminal activity. This includes strategies to help prevent oneself from becoming a victim, and protect one's property. Students learn about a variety of crime prevention programs used by police from all over the country. Special emphasis will focus on identifying problems, and stopping criminal activity and preventing future criminal activity. **Prerequisite: CJ/SOC 220.**

333. Corrections (CJ 333)**3 credits**

This course focuses on institutions of corrections, particularly jails and prisons. It will include the changing nature of institutions of incarceration, and current problems faced by wardens, guards, and inmates, and the changing nature of the inmate population. Attention will also be given to alternatives to incarceration. **Prerequisite: CJ/SOC 220.**

334. Law Enforcement in America (CJ 334)**3 credits**

This course surveys the nature, structure and current state of the profession of formal social control agencies in the United States. Students explore the operation of law enforcement at the local, state, and federal levels, as well as specialized policing agencies such as private police, railroad police, airport police, and sea port police. A significant amount of time will be spent on current topics in policing, such as racially biased policing, police corruption and misconduct, public cooperation, public perception of police, police administration and police and news media. **Juniors/Seniors only.**

348. Sociology of Education**3 credits**

Presents a sociological approach to the study of education as a social institution; its structure, functions, and role in contemporary life.

359. Topics in Sociology/Social Services**3 credits**

This course is flexible in content, with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include contemporary theory, the sociology of religion, gerontology, the sociology of sport, etc.

360-371. Practicum**1-3 credits**

Practica are designed to provide students with experience in service settings under supervision of professional staff members. For each academic credit, 30 hours of direct contact are required. All practica are offered every semester. This course may be taken only with the written permission of the Department chair. **Prerequisite: SOC 114.**

360 Gerontology

362 Criminal Justice

365 Public Welfare

361 Health

363 Family Services

371 Juvenile Delinquency

390. Field Experience (Internship)**3-9 credits**

This course is an assignment of eight to 15 weeks with an approved organization so that the student may have an extended learning experience. Each student will be assigned to a professional supervisor and will carry out a variety of on-the-job tasks.

Prerequisite: 24 credits within the major.**442. The Sustainable Community****3 credits**

A review of the processes underlying the sustainable development of rural, urban and suburban communities. Special emphasis is devoted to sustainability, preservation, and conservation. The course also looks at land use, human behavior, and patterns of community growth and planning.

446. Criminal Law (CJ 446)**3 credits**

Criminal law is the body of law defining crimes. Cases and statutes describing the essential elements of substantial criminal law will be analyzed. Crimes prohibited by Acts of Congress and triable in federal court as well as those prohibited under state law and triable in state courts will be among the topics studied. **Juniors/Seniors Only.**

447. Law and Society**3 credits**

This course examines some of the interrelationships among law, culture and society. It includes units in the following areas: (1) the disputing process and dispute resolution from a cross-cultural perspective; (2) the American legal system in practice; and (3) law and social change.

454. Social Science Seminar (PSY 454)**3 credits**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. By invitation only.

455. Independent Study**1-3 credits**

A flexibly structured course allowing a student to pursue a specific topic or field experience under the supervision of a member of the Department or a field representative.



Drivers speed down the straight-away at the Little 500.

SPORTS MANAGEMENT

The Group Major in Sports Management offers a broad foundation in sport and fitness management. It will help prepare students for various positions in sports organizations, collegiate and high school athletic departments, non-profit sports and fitness organizations, and for-profit sports retailing and marketing. Administered by the Department of Physical Education, the degree is a joint effort with the Division of Business Administration.

GROUP MAJOR IN SPORTS MANAGEMENT (60 credits)

Foundations in Physical Education (18 credits)

PE 111 History & Philosophy of PE	PE 244 Sociology of Sport
PE 223 CPR	PE 250 Concepts in Fitness
PE 224 First Aid	PE 324 Psychology of Coaching*
PE 238/SPM 238 Sports Management	PE 327 Physiology of Exercise

Foundations in Business (21 credits)

ACC 101 Intro to Financial Accounting	ECN 210 Stats for Business & Econ.
MGT 101 Prin of Management	FIN 201 Prin of Finance
MKT 102 Prin of Marketing	MGT 309 Human Resource Mgt.
ECN 200 Prin: Marketing & Prices or	
ECN 201 Prin: Money & Income	

Sports Management (21 credits)

SPM 231/DMJ 231 Sports Information and Reporting
 SPM 320/BUS 320 Legal Issues in Sports Management
 SPM 322/MKT322 Sports Marketing and Promotion
 SPM 348/PE 348 Organizational Leadership in Sports
 SPM 410/PE 410 Facility Management and Event Planning
 SPM 420/ECN 420 Economics of Sports
 SPM 425/PE 425 Field Experience in Sports Management

*Prerequisite: PSY110 Introduction to Psychology

COURSE DESCRIPTIONS

231. Sports Information and Reporting (DMJ 231) 3 credits

The study of the process of reporting and coverage of live sporting events, including delivery, writing and play-by-play. The role of sports information staff as gatekeepers of information and responsibility to the press is explained.

238. Sports Management (PE 238) 3 credits

This course reviews the theories of human resource management within a sports purview. Several models are presented and students are asked to develop their own model to fit the environment they expect to occupy (e.g., coaching, teaching, administrative).

244. Sociology of Sport (PE 244)**3 credits**

The course reviews basic terminology of Sociology of Sport. The goal of the class is to apply a sociological lens to ethical issues, fair play to gender equity and social criticisms of world sports and athletes through the incorporation of academic writing, popular media, personal experiences and observations.

320. Legal Issues in Sports Management (BUS 320)**3 credits**

An introduction to major legal issues involved in amateur and professional sports. Key topics include eligibility, due process, gender discrimination, drug testing, collective bargaining, league organization and governance, and some related tort issues.

322. Sports Marketing and Promotions (MKT 322)**3 credits**

This course applies important marketing and promotions principles and concepts to the business of sports and sports organizations. It addresses the need to define both the sport consumer and the sport product, as well as coverage of sport advertising, sport promotion, and research in sport marketing. **Prerequisite: MKT 102**

348. Organization and Leadership in Sports (PE 348)**3 credits**

This course examines the challenges of managing human behavior in organizations. It emphasizes leadership, motivation, communication, human relations, group dynamics, job design, organizational development, and managing a diverse work force.

410. Facility Management and Event Planning (PE 410)**3 credits**

This course helps develop a student's understanding and knowledge of the competencies necessary to manage and operate sport facilities and events through theory and application.

420. Economics of Sports (ECN 420)**3 credits**

This is an applied microeconomics course. It uses microeconomic analysis to help gain an intelligent understanding of the business of professional sports. Key topics include the importance of league structures, various forms of revenue sharing, salary schemes, labor markets, and pricing strategies. **Prerequisite: ECN 200**

425. Field Experience in Sports Management (PE 425)**3 credits**

A learning experience in the application of sport management knowledge and skills to organizations within the sport industry (as approved by the program coordinators), including professional, interscholastic, collegiate and amateur. **Junior or Senior status with approval of program coordinators.**

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Office of Athletics

William Massoels, *Director of Athletics, Cross Country, Track*
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Reggie Sanderson, *Tennis*
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Linda Deno, *Associate Athletic Director, Compliance*
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Brittany Cherwinka, *Volleyball*
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Franklin Park, Illinois
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FACULTY

Frederick R. Berger (1978)

Director of Television and Associate Professor of Communication

B.A., Purdue University, 1976; M.A., Purdue University, 1978.

Sally A. Berger (1998)

Associate Professor of Communication

B.S., Oklahoma State University, 1987; M.S., Oklahoma State University, 1998.

Daniel J. Blankenship (2010)

Vice President for Academic Affairs, Professor of Biology

B.S., Loma Linda University, 1979; M.A., Loma Linda University, 1981; Ph.D., Loma Linda University, 1985.

Robert D. Brodman (1992)

Professor of Biology and Environmental Science

B.A., Rutgers University, 1985; M.S., University of Michigan, 1987; M.S., Eastern Michigan University, 1989; Ph.D., Kent State University, 1992.

Brian L. Capouch (1985)

Assistant Professor of Computer Science

A.B., Indiana University, 1975; M.S., Purdue University, 1992.

Susan Chattin (1991)

Assistant Professor of History

B.S., Saint Joseph's College, 1985; M.A., Valparaiso University, 1991.

Jennifer Coy (2005)

Associate Professor of Physics

B.S., University of Toledo, 1997; M.S., Purdue University, 2000; Ph.D., Purdue University, 2006.

David Dixon (2001)

Professor of Political Science

B.A., Wheaton College, 1985; M.A., Pennsylvania State University, 1988; Ph.D., University of Notre Dame, 1997.

Kelly A. Ford (2010)

Assistant Professor of Music

B.M.E., Central Michigan University, 1990; M.A.E., Spring Arbor University, 2005.

Paul A. Franco (2012)

Assistant Professor of Business Administration

B.A., Valparaiso University, 1987; M.A., Valparaiso University, 1989; M.S., Purdue University Calumet, 1996; Ph.D. (Cand.) Walden University.

Paul Geraci (2005)

Associate Professor of Music

B.M.E., George Mason University, 1996; M.M., Bowling Green State University, 1999; D.A., Ball State University, 2003.

Anne M. Gull (1996)

Professor of Chemistry,

B.S., Saint Francis College, 1990; Ph.D., Purdue University, 1995.

William J. Hartley (2005)

Associate Professor of Criminal Justice and Sociology

B.S., Michigan State University, 1976; M.P.A., Indiana University, 1991; Ph.D., Western Michigan University, 2005.

Neal H. Haskell (1998)

Professor of Biology

B.S., Purdue University, 1969; M.S., Purdue University, 1989; Ph.D., Purdue University, 1993.

Maia Hawthorne (1999)

Associate Professor of English

B.A., Ball State University, 1994; M.A., Ohio University, 1999; Ph.D., Purdue University, 2010.

John J. Kennedy, Jr. (2010)

Associate Professor of Economics

B.A., University of Notre Dame, 1979; M.A., University of Notre Dame, 1985; Ph.D., University of Notre Dame, 1991.

Terra Maienbrook (2001)

Associate Professor of Accounting

B.S., Saint Joseph's College, 1997; C.P.A. State of Kentucky, 1998; M.B.A., Purdue University, 2003.

Michael Malone (1996)

Professor of Philosophy

B.A., Cardinal Glennon College, 1985; M.A., Saint Louis University, 1994; Ph.D., Saint Louis University, 1997.

Teresa Massoels (1996)

Associate Professor of Marketing and Management

B.S., Saint Joseph's College, 1989; M.B.A., Indiana University, 1994.

Timothy McFarland, C.P.P.S. (1985)

Professor of Religion

B.S., Saint Joseph's College, 1978; M. Div., Catholic Theological Union, 1983; Ph.D., St. Louis University, 1995.

Margery McIlwain (1986)

Assistant Professor of Mathematics

B.S., Purdue University, 1972; M.A.T., Purdue University, 1979.

Jerry McKim (2006)

Associate Professor of Education

B.S., Saint Joseph's College, 1972; M.A., Valparaiso University, 1982; Ed.S., Indiana State University, 2005; Ph.D., Indiana State University, 2008.

Robert V. Monfort (1980)

Associate Professor of Finance and Accounting

B.S., Saint Joseph's College, 1972; M.B.A., DePaul University, 1980; C.P.A., State of Indiana, 1979; C.F.A. (Phase 1), Financial Analysts Federation, 1981; J.D., DePaul University, 1988.

Christopher J. Moss (2011)

Assistant Professor of Athletic Training

B.S., Indiana State University, 1993; M.E., Lincoln Memorial University, 1995; M.S.S., United States Sports Academy, 2007; D.H.S., Nova Southeastern University, 2011.

Michael Nichols (2011)

William E. Johnston, Jr. Assistant Professor of Religious Studies

B.A., Saint Joseph's College, 2000; M.A., Miami University, 2004; Ph.D., Northwestern University, 2010.

Roger G. Olson (1992)

Associate Professor of Mathematics

B.S., State University of New York, College at Oneonta, 1975; The Pennsylvania State University, 1976-77; M.S., University of Notre Dame, 1987; Ph.D., University of Notre Dame, 1991.

Robert Pfaff (1993)

Professor of Chemistry

B.A., Augustana College, 1975; M.S., University of Oklahoma, 1978; Ph.D., University of Oklahoma, 1980.

Chad A. Pulver (2004)

Associate Professor of Psychology

B.S., Saint Joseph's College, 1997; M.S.Ed., Purdue University, 1999; Ph.D., Purdue University, 2004.

John Rahe (1985)

Associate Professor of Communication and Theatre Arts

A.A., Highland Community College, 1976; B.S., Kansas State University, 1978; M.A., Kansas State University, 1980.

Robert Reuter, C.P.P.S. (1997)

Associate Professor of Philosophy

B.A., Cleveland State University, 1984; M.A., Cleveland State University, 1990; Ph.D., Purdue University, 1997.

Timothy M. Rice (2010)

Associate Professor of Biology

B.A., Thomas More College, 1990; M.S., Miami University, 1992; Ph.D., Miami University, 1998.

Rochelle Robertson (2011)

Assistant Professor of Communication

B.A., Saint Joseph's College, 1993; M.A., Purdue University Calumet, 1996; Ph.D., Southern Illinois University, 2005.

George M. Roy (2004)

Assistant Professor of Accounting/Finance

B.B.A., Marshall University, 1977; M.B.A., Marshall University Graduate School, 1982; C.P.A., State of West Virginia, 1981.

Thomas J. Ryan (1990)

Associate Professor of Education

B.A., Saint Joseph's College, 1970; M.S., Purdue University, 1973; Ed.D., Nova Southeastern University, 1995.

Gary E. Sanders (2006)

Assistant Professor of Physical Education

B.S., Moorhead State University, 1971; M.S., Colorado State University, 1976; Ed.D., University of North Carolina at Greensboro, 1988.

Mark Seely (1997)

Associate Professor of Psychology

B.S., Eastern Washington University, 1991; M.A., University of California, Davis, 1993; Ph.D., University of California, Davis, 1996.

Ilicia Sprey (2002)

Professor of History

B.A., University of Vermont, 1986; M.A., University of Virginia, 1990; Ph.D., University of Virginia 1998.

Abby Sroufe (2013)

Assistant Professor of Athletic Training

B.S., Huntington University, 2010; M.S., University of Tennessee at Chattanooga, 2012.

William J. Stang, C.P.P.S. (1977)

Professor of Biology

B.S., Saint Joseph's College, 1968; M.Div., Catholic Theological Union, 1977; M.A., Indiana State University, 1981; M.D., Indiana University Medical School, 1987.

Michael W. Steinhour (2014)

Assistant Professor of Sociology

B.A., Eastern Illinois University, 2001; M.S., Purdue University, 2004; Ph.D., Purdue University, 2013.

Patience Taruvinga (2012)

Assistant Professor of Management

B.S., University of Zimbabwe, 1999; M.B.A., Indiana University South Bend, 2003; M.S., Indiana University South Bend, 2008; D.B.L., University of South Africa, 2012.

Robb Thiel (1993)

Associate Professor of Music

B.M.E., University of Evansville, 1979; M.S.E., Indiana University, 1989.

April Toadvine (2007)*Associate Professor of English*

B.A., Salisbury University, 1988; B.S., Salisbury University, 1995; M.A., Salisbury University, 2002; Ph.D., Purdue University, 2007.

Karen Venditti (2007)*Associate Professor of Education*

B.A., Purdue University, 1989; M.A., Rhode Island College, 1992; Ph.D., Purdue University, 2004.

Jody Taylor Watkins (1985)*Associate Professor Anthropology and Sociology*

B.A., University of Maine at Presque Isle, 1983; M.L.S., Vanderbilt University, 1984; M.S., Purdue University (Anthropology), 1994; Ph.D., Purdue University, 2007.

Peter Watkins (1989)*Professor of Political Science*

B.A. (Hons), University of Warwick, 1981; A.M., Washington University, 1983; Ph.D., Washington University, 1995.

William A. White (1985)*Professor of History*

B.A., Miami University, 1969; Ph.D., Northwestern University, 1974.

Cheryl Wistrom (1993)*Associate Professor of Chemistry*

B.S., Northern Michigan University, 1984; M.S., University of Michigan, 1986; Ph.D., University of Michigan, 1991; B.S. Pharmacy, Purdue University, 2003; R.Ph., State of Indiana, 2004.

Chau-Ming Wong (1997)*Professor of Psychology*

B.A., College of Saint Benedict, Minnesota, 1985; M.A., University of Notre Dame, 1990; Ph.D., University of Notre Dame, 1992.

Bonita Zimmer (1980)*Associate Professor of Art*

B.F.A., Indiana University, 1973; B.S., Indiana University, 1975. M.A. Purdue University, 1986.

Lana Zimmer (2005)*Associate Professor of Education*

B.S., Ball State University, 1975. M.S., Purdue University, 2003; Ph.D., Purdue University, 2010.

Suzanne Zurn-Birkhimer (2013)*Associate Professor of Mathematics*

B.S., University of Minnesota, 1989; M.S., Purdue University, 1999; Ph.D., Purdue University, 2003.

EMERITI FACULTY

Allen J. Broussard (1964-1998)

Associate Professor Emeritus of Accounting

B.S., University of Southwest Louisiana, 1958; M.B.A., University of Arkansas, 1960.

Michael E. Davis (1952-1998)

Professor Emeritus of Geology

B.S., Kansas State University, 1950; M.S., Kansas State University, 1951; L.H.D., Saint Joseph's College, 1998.

Karen E. Donnelly (1984-2013)

Professor Emerita of Mathematics

A.B., Indiana University, 1969; Ph.D., Northwestern University, 1975.

Anne-Marie Egan (1961-2005)

Professor Emerita of Music

A.B., Western Maryland College, 1955; M.A., Indiana University, 1957.

John B. Egan (1962-2012)

Professor Emeritus of Music

B.Mus., College-Conservatory of Music of Cincinnati, 1956; Ph.D., Indiana University, 1962.

Philip F. Gilbert, C.P.P.S. (1961-20013)

Professor Emeritus of Mathematics

B.S., Saint Joseph's College, 1952; University of Detroit, 1960-61; B.A., University of Dayton, 1960; M.S., University of Illinois, 1964.

John D. Groppe (1962-2003)

Professor Emeritus of English

B.S., City College of New York, 1954; M.A., Columbia University, 1957.

Leonard J. Kostka, C.P.P.S. (1948-1979)

Professor Emeritus of Religion

J.C.L., Catholic University of America, 1942.

Hermes D. Kreilkamp (1967-1993)

Professor Emeritus of History and Philosophy

B.A., Mary Immaculate College, 1945; S.E.O.L., Pontifical Oriental Institute (Rome), 1951; Ph.D., Catholic University of America (History), 1964; M.A., Catholic University of America (Literature), 1966; M.S.L.S., Catholic University of America, 1976.

Andrew G. Mehall (1961-1992)

Professor Emeritus of Biology

B.S., University of Detroit, 1957; M.S., Syracuse University, 1961; Ph.D., University of Illinois, 1970.

Ernest R. Mills, III (2001-2008)

President Emeritus

B.A., Stonehill College; M.A., Boston College; J.D., Pace University.

John P. Nichols (1968-2010)*Professor Emeritus of Philosophy*

B.A., University of Dayton, 1955; S.T.B., Catholic University of Fribourg, 1961; University of Graz; S.T.L., Catholic University of Fribourg; Ph.L., Catholic University of Louvain, 1965; Ph.D., Catholic University of Louvain, 1967.

John P. Posey (1969-2002)*Professor Emeritus of History*

B.S.Ed., University of Georgia, 1958; M.A., University of Georgia, 1959; Ph.D., University of Georgia, 1962.

Patricia E. Robinson, B.V.M. (1977-2010)*Professor Emerita of Sociology*

B.A. (History), Mundelein College, 1962; M.A. (History), Loyola University, 1964; M.A. (Sociology), University of Notre Dame, 1973; Ph.D., University of Notre Dame, 1977.

Catherine A. Salyers (1991-2013)*Head Librarian and Assistant Professor Emerita*

B.S., Ball State University, 1969; M.L.S., Ball State University, 1979.

Robert E. Schenk (1974-2010)*Professor Emeritus of Economics*

B.A., Saint John's University (Minn.), 1968; M.A., University of Wisconsin, 1970; Ph.D., University of Wisconsin, 1977.

Ralph C. Verdi, C.P.P.S. (1974-2005)*Associate Professor Emeritus of Music*

B.A., University of Dayton (Philosophy), 1967; B.A., Saint Joseph's College (Music), 1969; M.A., University of Dayton, 1969; M. Div., Saint Bernard's Seminary, 1971; M.M., University of Rochester, Eastman School of Music, 1974; Ph.D., Catholic University of America, 1991.

Robert J. Vigeant (1975-1993)*Assistant Librarian and Assistant Professor Emeritus*

A.B., Assumption College, 1950; M.S., Simmons College, 1957.

PRO RATA PART-TIME FACULTY**Kay Blankenship (2011)***Instructor of Psychology*

B.A., Montana State University, 1989; M.P.C., University of Great Falls, 1996.

Corey Crum (2012)*Instructor of Art*

B.A., Indiana State University, 2009; M.A., Northern Illinois University, 2012.

Angela Elrod-Sadler (2007)*Instructor of Core*

B.A., Middle Tennessee State University, 1996; M.A. Southern Illinois University at Carbondale, 1999; Southern Illinois University at Carbondale.

Charles M. Kerlin (1968)*Professor of English*

B.S., Purdue University, 1960; M.S., Purdue University, 1961; Ph.D., University of Colorado, 1968.

Christopher La Cross (2013)

Instructor of Core

B.A., Michigan State University, 2001; M.A., Michigan State University, 2005; M.A., Purdue University, 2008; Ph.D., Purdue University, 2013.

James Jonathan Nichols (2013)

Instructor of Core

B.S., Saint Joseph's College, 1993; M.A., DePaul University, 2008.

Heidi Rahe (1988)

Assistant Professor in Communication

B.A., Concordia College, 1982; M.A., North Dakota State University, 1984.

Claudia Sadowski (2004)

Instructor of Spanish

B.S., Saint Joseph's College, 2004; M.A. Purdue University, 2008.

Courtney Stewart (2013)

Instructor of Core

B.A., Indiana Bible College, 1997; M.A., Eastern Seminary (Palmer Theological Seminary), 2000; M.A., Loyola University Chicago, 2007.

ADJUNCT FACULTY

William E. Del Principe (1975)

Associate Professor of Accounting and Finance

B.S., Saint Joseph's College, 1973; M.B.A., DePaul University, 1976; C.P.A., State of Illinois, 1973.

Jared Hall

Instructor in Athletic Training

B.S., Indiana State University, 1993; M.S., Indiana State University, 1994.

Matthew Willett

Instructor in Physical Education/Sports Management

B.S., Indiana State University, 2008; M.A., Morehead State University, 2009.

ASSOCIATE FACULTY IN AFFILIATED MEDICAL LABORATORY SCIENCE PROGRAMS

Rosemary Duda, MS, MT (ASCP)

St. Margaret Mercy Hospital, Hammond, Indiana

Michaele McDonald, MS, MT (ASCP)

Good Samaritan Hospital, Vincennes, Indiana

DeAnne Maxwell, MS, MT (ASCP) CLS (NCA)

St. Francis Hospital, Beech Grove, Indiana

PARAMEDIC SCIENCE CONSORTIUM FACULTY

Christopher Brandenburg M.D., A.C.E.P. (2011)

B.S. University of Illinois, 1991; Medical Doctorate, University of Illinois College of Medicine, 1995.

Darrell Clase (2011)

B.S. Manchester College, 1991.

Kari Clase (2011)

Lecturer in Biology

B.S., Biochemistry, Old Dominion University, 1994; Ph.D., Biochemistry and Molecular Biology, Purdue University, 2001.

Paul Reeder (2011)

A.A., Ivy Tech, 2008.



The Core building on a sunny Spring day.

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COOPERATIVE NURSING PROGRAM FACULTY**

Amy S. Adams, R.N. (2008)

Assistant Professor of Nursing

Diploma, St. Elizabeth School of Nursing, 1995; B.S.N., Indiana Wesleyan University, 2001; M.S.N., Indiana Wesleyan University, 2009.

Diana L. Baltz, M.S.N., R.N. (2005)

Assistant Professor of Nursing

B.S.N., Loyola University, 1981; M.S.N., University of Phoenix, 2005.

Andrea M. Blissitt, M.S.N., R.N. (2008)

Assistant Professor of Nursing

Diploma, St. Elizabeth School of Nursing, 2003; B.S.N., Saint Joseph's College 2005; M.S.N., Ball State University, 2009.

Jean A. Catron, M.S.N., R.N. (2010)

Assistant Professor of Nursing

B.S.N., DePauw University, 1984; M.S.N., Indiana University, 1993.

Tonya A Collado, M.S.N., R.N. (2011)

Assistant Professor of Nursing

Diploma, St. Elizabeth School of Nursing, 2003; B.S.N., Saint Joseph's College, 2005; M.S.N., University of Phoenix, 2010.

Jayne E. Davis, M.S.N., R.N. (2013)

Assistant Professor of Nursing

B.S.N., Ball State University, 1998; M.S.N., Ball State University, 2007.

Robin A. Davis, M.S.N., R.N. (2013)

Assistant Professor of Nursing

Diploma, St. Elizabeth School of Nursing, 1999; B.S.N., Saint Joseph's College 2001; M.S.N., Ball State University, 2014.

Carol L. Dobson, M.S.N., R.N. (2005)

Assistant Professor of Nursing

A.D., Vincennes University, ; B.S.N., Indiana Wesleyan University, 2003; M.S.N., Ball State University, 2008.

Michelle L. Gerrety, Ed.D., M.S.N., R.N. (2005)

Associate Professor of Nursing

B.S.N., Purdue University, 1994; M.S.N., Indiana University, 1997; Ed.D., Walden University, 2013

Paul W. Heasty, B.S.N., R.N. (2011)

Lecturer in Nursing

B.S., Purdue University, 1987; Diploma, St. Elizabeth School of Nursing, 2010; B.S.N., Saint Joseph's College, 2010.

Rebecca J. Horn, D.N.P., R.N., NNP. (2005)

Associate Professor of Nursing

Diploma, St. Elizabeth School of Nursing, 1985; B.S.N., Old Dominion University, 1989; M.S.N., Old Dominion University, 1993; D.N.P., Purdue University, 2010.

John R. Jezierski, M.S.N., R.N. (1986)*Assistant Professor of Nursing*

B.S.N., Loyola University, 1972; M.S.N., St. Xavier University, 1981.

Judith L. Lanoue, M.S.N., R.N. (1995)*Assistant Professor of Nursing*

Diploma, St. Elizabeth School of Nursing, 1993; B.S.N., Saint Joseph's College 1994; M.S.N., Valparaiso University, 1997.

Pamela S. Merida, M.S.N., R.N., CMSRN. (2008)*Assistant Professor of Nursing*

A.D., Purdue University, 1997; B.S.N., Indiana Wesleyan University, 2004; M.S.N., Ball State University, 2007.

Jennifer I. Minter, M.S.N., R.N. CPNP. (2005)*Assistant Professor of Nursing*

Diploma, St. Elizabeth School of Nursing, 2000; B.S.N., Saint Joseph's College, 2001; M.S.N., University of South Alabama, 2007.

Kelly Munn, M.S.N., R.N. (2008)*Assistant Professor of Nursing*

B.S.N., Ball State University, 1997; M.S.N., Walden University, 2010.

Kathleen S. Murtaugh, M.S.N., R.N. CAN. (2005)*Assistant Professor of Nursing*

B.S.N., Northwestern State University, 1978; M.S.N. Northwestern State University, 1990.

Abbi Peña, M.S.N., R.N. (2008)*Assistant Professor of Nursing*

Diploma, St. Elizabeth School of Nursing, 2003; B.S.N., Saint Joseph's College, 2005; M.S.N., Ball State University, 2012.

Anita K. Reed, M.S.N., R.N. (1992)*Associate Professor of Nursing*

B.S.N., Ball State University, 1976; M.S.N., Valparaiso University, 1994.

Shelly R. Santee, M.S.N., R.N. CNE. (2005)*Assistant Professor of Nursing*

B.S.N., Indiana University, 1991, M.S.N., Ball State University, 2006.

Inna Savikhin, D.N.P., R.N. CPNP. (2006)*Assistant Professor of Nursing*

M.S., Tartu State University, 1983; A.D.N., Des Moines Area Community College, 1996; B.S.N., Purdue University, 2006; M.S.N., Purdue University, 2009; D.N.P.; Purdue University, 2010.

Tamara S. Shields, , M.S.N., R.N. FNP-BC. (2005)*Assistant Professor of Nursing*

Diploma, St. Elizabeth School of Nursing, 1995; B.S.N., Indiana Wesleyan University, 1998, M.S.N., Purdue University, 2002.

Linda S. Tarter-Wolfe, M.S.Ed., R.N. (2005)*Lecturer in Nursing*

B.S., Purdue University, 1972; M.S.Ed., Purdue University, 1974; A.A.S., Purdue University, 1982; B.S.N., Purdue University, 1984.

Kimbra L. Weesner, M.S.N., R.N. FNP-C (2005)

Assistant Professor of Nursing

A.D.N., Purdue University, 1981; B.S.N., Purdue University, 1985; M.S.N., Indiana Wesleyan University, 2007.

Glenda D. Wicks, , M.S.N., R.N. (2005)

Assistant Professor of Nursing

Diploma, St. Elizabeth School of Nursing, 1987; B.S.N., Saint Joseph's College, 1997, M.S.N., Indiana University, 2005.

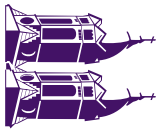


SJC Marching Pumas perform at halftime at a football game.

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